



pathfield
SCHOOL
Inspiring interaction

Relationship Education, Relationship and Sex Education (RSE) Policy

Adopted by Governors	Full Governing Body
Date	15 th January 2024
Review Date (Annual)	December 2024
Policy / Procedure checked by	Natalie Teague Anthony May

Pathfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This policy will support, promote and be applied with due regard to the requirements of the

SENTIENT TRUST
inspire • empower • enable

Relationship Education, Relationship and Sex Education (RSE) and Health Education Policy

Introduction

This policy has been written with consultation of curriculum leads, school governors, Designated Safeguarding Lead, Deputy Head and Headteacher. This policy was developed with reference to [Relationships Education, Relationships and Sex Education \(RSE\) and Healthy Education](#) DfE 2019, and [Keeping Children Safe in Education](#) DfE 2023.

Policy and Curriculum Aims

The aims of the Relationship Education (primary) and Relationship Education and Sex Education (RSE) (Secondary) curriculum is to ensure that all our learners are well informed and have knowledge shared with them at a level that suits their need and ability to make informed decisions and keep themselves safe.

The aim of the RSE curriculum is to ensure students build the skills within the four pillars of our curriculum that include.

Independence - To be determined, motivated, creative and confident.

Community - To be engaged, adventurous, inspired and aware.

Communication - To be enthusiastic, empowered, focussed and spontaneous.

Wellbeing - To be positive, resilient, connected and secure.

The RSE curriculum aims for students to gain the skills in:

- Feeling safe and building the knowledge to keep themselves safe.
- Developing their own wellbeing.
- Building confidence in voicing opinions and asking questions.
- Understanding their role in the community.
- Promoting and making positive choices.
- Building self-esteem.

The aim of the RSE curriculum is to ensure that all our students build the skills to form caring, respectful relationships, celebrating achievements and differences. These themes from our pillars of learning feed directly into the RSE curriculum at Pathfield.

The objective of the RSE curriculum is to ensure that our students are supported in their physical, emotional and moral development in the school environment and wider community. A successful programme embedded in PSHE and taught in discrete units will help our young people to respect themselves and others and move with confidence from childhood to adulthood within a safe space and prepare them for the environment outside of school.

Meeting all the aims of the Relationship Education and RSE curriculum is a gradual process that is built on year on year for our students learning here at Pathfield. Student's learning is revisited regularly ensuring we are continuously developing the knowledge and skills of students in a well-planned and delivered sequence of lessons.

Our Relationship Education and Relationship & Sex Education (RSE) curriculum also offers the flexibility to adapt to the needs of our learners and address questions or concerns as they arise. Teachers are encouraged to address RSE, and relationship concerns as they arise with students to ensure we can adapt to external circumstances or events that occur at any time. Each term, students have discrete RSE or Relationship Education sessions at the end of the PSHE modules of learning to ensure the continuous delivery of this learning to students throughout their school year. Planning any session may also be influenced by safeguarding concerns that are raised and these may be addressed on an individual basis, small group or whole class learning, depending on the issue or student need.

Definition of Relationships Education and Relationship & Sex Education (RSE).

Relationship Education (Primary) is defined as teaching the fundamental building blocks and characteristics of positive relationships with reference to friendships, family relationships, and relationships with other children and with adults (DfE 2019).

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

RSE involves the combination of sharing information and exploring issues and values.

Curriculum Content and Delivery

Our Relationship Education and RSE curriculum has been written in school to ensure that appropriate adaptations have been made to consider the level of need and understanding of each of our students here at school.

The curriculum is differentiated to meet the needs of our three main groups of learners: Pre-formal, Semi-Formal and Formal Learners. For example, our Pre-Formal Learners will receive a highly personalised and differentiated curriculum suited to their complex needs. Whereas, Formal Learners will cover an adapted National Curriculum.

The Curriculum

KS1 and KS2- Patchwork Primary Curriculum

KS3 and KS4- Patchwork Secondary Curriculum

6th Form – Equals Curriculum: Relationships & Sex Education

The Patchwork curriculum has been developed in school using statutory guidance and the SEND PSHE association framework to ensure that all our students have a wide breadth of study that meets their needs whilst equipping them for the wider world and preparation for adulthood.

RSE sessions have been carefully planned to ensure that students have termly regular updates throughout the school year during our PSHE modules. Specific RSE topics that focus on Sex Education are then taught in Spring 2 and Summer 2 (where we have parental permission).

There are many opportunities for cross-curricular teaching within the RSHE curriculum. This allows the students to revisit learning within other subjects. Within our school curriculum all students will have the opportunity to explore ideas delivered in RSE within our core subjects of English, Maths and PSHE along with some foundation subjects such as ICT, Science and PE.

While Relationship Education and RSE are taught as a discrete session through the school year, as a school we have the responsibility to be adaptive in our teaching. Staff are encouraged to monitor topics that are arising in their class or with students and deliver sessions that respond to these needs at specific times. This flexibility in the delivery of the curriculum may also relate to public health announcements.

The school Designated Safeguarding Lead (DSL) has the responsibility to feedback any topics arising from a safeguarding point of view that need to be addressed specifically in school. Teachers will be supported by The DSL and subject lead to plan, prepare and deliver these sessions addressing specific areas of need for our students as they arise. We will not wait for these topics to arise in our Relationship Education or RSE sessions but address them as quickly as possible.

Accessible Content to Learners with SEND

At Pathfield all our students have SEND needs and have an EHCP reflecting these difficulties. Therefore, the development of the Relationship Education and RSE curriculum have been written in school considering the needs of our students. Staff have followed the [Relationships Education, Relationships and Sex Education \(RSE\) and Healthy Education](#) DFE 2019 learning objectives (Primary - Appendix 1, Secondary – Appendix 2). The curriculum has been designed to ensure that each student has a broad and balanced curriculum adapted to their individual needs using our pre-formal, semi-formal and formal learners' objectives.

Teachers will use these objectives to plan meaningful sessions for each of the classes and ensure that through the delivery of the curriculum students have the tools and knowledge to make informed choices. Teachers will promote a caring and supportive environment through their teaching to ensure that students feel able to ask questions. Relationships Education and RSE are taught within the Patchwork PSHE curriculum where this also an emphasis on Physical Health and Mental Wellbeing. The long-term objectives for this area of the curriculum can be seen in Appendix 3.

Monitoring and evaluation

It is the teacher's responsibility to plan, evaluate and record the progress of their students in class. Evidence will be recorded using Evidence for Learning (EFL). The subject lead will use this evidence base to ensure that each student is receiving the RSE curriculum. The evidence collected will be used to ensure quality teaching, highlight training needs for staff and ensure meaningful and purposeful resources can be ordered to support the delivery of the Relationship Education and RSE curriculum.

It will be the responsibility of the subject lead to ensure the curriculum for RSE is reviewed frequently to ensure that it reflects policy changes, changes in social surroundings or safeguarding issues.

Roles and Responsibilities

The Governors

The governing body will approve the Relationship Education and RSE policy and hold the headteacher to account for its implementation. The governing body will hold the headteacher to account for the implementation of this policy.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw learners from statutory components of RSE.

The Teachers

Teachers are responsible for delivering Relationship Education and RSE in a sensitive way, modelling positive attitudes. Teachers should monitor the progress of each student and respond to the needs of the students.

Safeguarding

Due to the nature of materials being shared and discussed, disclosures may be made during these sessions. If this arises class teachers will seek the support of the DSL and follow appropriate procedures.

Right To withdraw

There is no 'right to withdraw' from the Relationship Education for Primary aged students, the context taught does not include subjects defined within sex education but covers the essential skills to build meaningful and trusting relationships. Parents will be informed of the curriculum coverage via termly curriculum maps.

Any parents of Secondary aged learners have the 'right to withdraw' from sex education but not relationship education. Parents will be informed before the teaching of RSE have begun via letter (Appendix 4) that their student is beginning their RSE curriculum. The letter outlines those areas being covered in these session for our Pre- Formal, Semi Formal and Formal Learners. Teachers will be responsible for sending home the appropriate letters outlining the key teachers based on level of need.

We would encourage parents to engage with the teachers before acting upon there 'right to withdraw' and enable our class teachers to begin an open dialogue with parents to address concerns and discuss the best way to support their student in their learning within the RSE curriculum. If parents still wish to withdraw after these conversations have taken place, students will be removed from class during these sessions.

Parents should note they are only able to withdraw from sex education, all learners will still attend the session on relationship education.

Documents used to inform RSE policy

[Relationships Education, Relationships and Sex Education \(RSE\) and Healthy Education](#) DfE 2019
[Keeping Children Safe in Education](#) DfE 2023.

NSPCC Pants Campaign 2023

Appendix 1

TOPIC	PRIMARY LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

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

Appendix 2 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019) – Secondary Learners should know:

TOPIC	SECONDARY LEARNERS 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	SECONDARY LEARNERS 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	SECONDARY LEARNERS 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 - Physical Health and Mental Wellbeing

At Pathfield school we believe that all children should have access to information and guidance to enable them to make healthy choices. In line with the statutory guidance learners will have access to high quality teaching that enhances learning for all children, teaching the benefits of daily exercise, healthy eating and good sleep patterns. (We recognise that our children will have a variety of needs that may inhibit their access to daily routines and structure. However, this does not account for the fact that all children have access to the information available in a format that meets their individual needs.)

Physical Health and Mental Wellbeing (by the end of Primary School)

Topic	Primary learners should know
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.

	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<p>Learners should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Secondary School (by the end of Secondary School)

Learners should further develop their knowledge of the specific topics covered in the Primary age group. As well as the following content:

Topic	Learners should know
Mental wellbeing	<ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • 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. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships

	<p>including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • 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.
Physical health and fitness	<ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • 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. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.15 • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 4 - Right to Withdraw letter KS3 and KS4

Dear Parents & Carers,

I am writing to inform you of the **PSHE** (Personal, Social, Health and Economics) & **RSE** (Relationships and Sex Education) programme that is being taught as part of our weekly timetable.

PSHE & RSE are a part of our core curriculum delivered across the school and are an integral part of our students education. We are currently developing our own PSHE programme called PATCHWORK which is taught throughout the school year.

We aim to cover areas which are relevant to our pupils, according to pupils’ individual needs and develop pupil knowledge, attitudes and skills.

Throughout the year students will be taught **Relationship and Sex Education (RSE)**.

During our Summer term we will be learning about intimate and sexual relationships, including sexual health- please see our KS3 learning outcomes at the end of this letter as specified in the Government’s Statuary Guidance.

In line with our school’s Relationship and Sex Education policy, parents have the **right to withdraw** their child from all or part of the programme.

If you wish to withdraw consent for your child to take part in these specific lessons, please do so by returning the below slip to your class teacher.

If we do not receive a slip back from you, we will accept that you agree to your child taking part in our Relationship and Sex Education lessons.

Teachers will plan and teach all sessions with careful consideration of their students needs and will ensure that the topics explored are done so appropriately and sensitively. If you wish to discuss any of the learning material further or would like any more information, please do contact your class teacher.

Yours sincerely

Cat Jones
PSHE Lead

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Sex Education right to withdraw form to be returned by...

Childs name :----- Class:-----

I do not give permission for my child to take part in sex and relationship education and would like to withdraw them from taking part in these lessons.

Signed:----- Date:-----

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <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 and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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