

Totnes Relationship and Sex Education Policy



Approved by:	Penny Harris (Director) Jane Cox (Director)	Date: 1 st September 2025
Last reviewed on:	1 st September 2024	
Next review due by:	1 st September 2026	

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Aims

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

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

2. Statutory requirements

- This policy meets the requirements of the Education (Independent School Standards) Regulations 2014.
- This policy is based on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

3. Policy development

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

- Review – the directors pulled together all relevant information including relevant national and local guidance
- Staff consultation – Firstly the SLT and those teaching staff responsible for the delivery of RSE were consulted. The SRE curriculum was then discussed with the remainder of the staff
- Parents were consulted by letter regarding the content of the RSE curriculum
- Students were consulted
- Ratification – once amendments were made, the policy was approved by the Directors

4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Our curriculum is set out within our PSHE curriculum map but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationships and Sex Education aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Students will be taught what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip young people with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, students will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum alongside e-safety - online relationships. Biological aspects of RSE are taught within the science curriculum. Where possible, students also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and friendships
- Safe Relationships, including online relationships
- Respecting ourselves and others

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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).

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

6.1 Managing difficult questions

During both formal and informal PSHE/RSE sessions, students are encouraged to ask questions. Any questions from students are answered according to the age and maturity of the student concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that students should not give out personal information in class but speak to someone they trust after the lesson, e.g. teacher, support staff.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual students.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

6.2 Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Headteacher /DSL. The Headteacher will then deal with the matter in consultation with health care professionals as appropriate. (See also Safeguarding Policy).

7. Roles and responsibilities

7.1 The Directors

The Directors will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

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

7.3 Staff

Staff are responsible for:

- Keeping their subject knowledge up-to-date
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead

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 Headteacher.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our students.

7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Our students have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all students are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual students with SEN or learning differences. We focus on activities that increase a student's assertiveness, communication and relationship skills, their self-esteem and understanding.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to a head teacher. A copy of withdrawal requests will be placed in the student's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the head teacher can refuse a request to withdraw the pupil from sex education.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Directors (Jane Cox and Penny Harris) through half termly visits to the school and including work scrutinies, learning walks and conversations with staff and students. Students' development in RSE is monitored by teachers as part of our internal assessment systems. The information is recorded on SOLAR assessment system.

This policy will be reviewed by the directors annually. At every review, the policy will be approved by the Headteacher.

Links with other policies

- Safeguarding Policy
- Online Safety Policy
- Curriculum Policy
- PSHE Policy

Appendix 1: RSE Curriculum

Relationships and sex education curriculum map

Milestone	Content
M 0-3	<p>Personal, Social and Emotional Development ELGs</p> <p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <p>Making Relationships:</p> <ul style="list-style-type: none"> Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
M 4-6	<ul style="list-style-type: none"> I can say who loves and cares for me, what it means to be a family and that families are all different. I can name different types of relationships, for example, family, friendship, online. I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. I can say how I am the same and different to other people, and how to treat myself and other people with respect I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. I can talk about things that matter to me, and say how to play and work with others. I can say when it is important to ask for permission and how to ask for, give, or not give permission. I can say what privacy means, and which body parts are private. I can recognise when a secret should not be kept, but told to a trusted adult. I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. I can recognise that some people behave differently online and say some simple ways to keep online communication safe.

	<ul style="list-style-type: none"> I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.
M 7-10	<ul style="list-style-type: none"> I can explain how families are different and identify features of positive family life. I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. I can describe different types of relationships, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex. I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included. I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed. I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. I can express and discuss my views on topical issues, and listen respectfully to others. I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it. I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent. I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries. I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact. I can recognise when it is right to break a confidence or share a secret, and who to tell. I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful. I can explain when, where and how to get help or support if worried about relationships of any sort.
M 11-13	<ul style="list-style-type: none"> I can identify different types of relationships and suggest ways to build and manage relationships. I can describe what conflict means and simple ways to reduce conflict. I can distinguish between healthy/positive and unhealthy/negative relationships. I can describe the role of a parent and list the options available if someone becomes pregnant. I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline. I can describe my views and values on moral issues and listen to others' views respectfully. I can recognise peer pressure and suggest some ways to manage it. I can identify influences on relationship expectations. I can state what is meant by consent in simple terms; explain everyone's right to wait until they are ready to be intimate; and the responsibility the seeker of consent has to ensure consent is given. I can identify how to recognise, ask for, give, not give and withdraw consent. I can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support. I can describe how to show respect to others. I can identify who I can speak to and where to find advice and support for relationships, sexual health, and pregnancy.

M 14-15	<ul style="list-style-type: none"> • I can describe different types of relationships and explain how to develop and maintain healthy, positive relationships. • I can explain common causes of conflict and conflict resolution strategies. • I can recognise and explain how to challenge unhealthy/negative relationship behaviours. • I can describe features of parenthood and explain the options available if someone becomes pregnant. • I can explain how to respond to unhealthy/negative relationship behaviours, including bullying, discrimination, abuse and online encounters. • I can justify my views and values on moral issues and effectively assess others' arguments, including critique of online content. • I can explain strategies to manage peer influence and pressure. • I can explain and manage influences on relationship expectations. • I can explain the concept of consent in a variety of contexts; the legal and moral responsibility of the seeker of consent to ensure consent has been given; and the importance of respecting others' feelings about readiness for intimacy. • I can describe how to recognise, ask for, give, not give and withdraw consent. • I can describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others. • I can demonstrate how to show respect to others and promote equality and inclusion. • I can describe appropriate sources of advice and support for relationships, sexual health, and pregnancy and explain why, when and how to access them.
M 16-18	<ul style="list-style-type: none"> • I can explain the legal status of different types of relationships and can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts. • I can analyse a range of conflict resolution strategies and describe appropriate strategies for different contexts. • I can assess unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them. • I can evaluate features of successful parenthood and the options available if someone becomes pregnant. • I can assess how to sensitively, safely and appropriately respond to increasingly nuanced scenarios in relation to unhealthy/negative relationship behaviours, including bullying, abuse, discrimination, violence and online encounters. • I can justify my views and values on moral issues using mature arguments backed up by evidence, demonstrating discernment when assessing others' arguments (both in person and online). • I can evaluate and effectively demonstrate a range of strategies to manage peer influence and pressure. • I can assess, manage and challenge influences on relationship expectations. • I can demonstrate a comprehensive understanding of the concept of consent, capacity to consent, readiness for intimacy and the legal and moral responsibility of the seeker of consent to ensure consent has been given in all relevant contexts. • I can explain how to recognise, ask for, give, not give and withdraw consent. • I can evaluate strategies to manage changing relationships, loss and bereavement, demonstrate how to support others and evaluate sources of support. • I can critically assess the importance of equality in a diverse community and demonstrate ways to promote this. • I can evaluate the effectiveness and appropriateness of different sources of advice and support for relationships, sexual health, and pregnancy.

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

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children</p> <p>Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</p> <p>That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</p>
Respectful relationships, including friendships	<p>About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</p> <p>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</p> <p>What tolerance requires, including the importance of tolerance of other people’s beliefs</p> <p>The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</p> <p>The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</p> <p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p>

TOPIC	PUPILS SHOULD KNOW
	<p>The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says ‘yes’ to doing something that doesn’t automatically make it ethically okay</p> <p>How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</p> <p>How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</p> <p>How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others</p> <p>How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called ‘involuntary celibates’ (incels) or online influencers</p>
Online safety and awareness	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</p> <p>Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</p> <p>About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren’t real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</p> <p>How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</p> <p>What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos,</p>

TOPIC	PUPILS SHOULD KNOW
	<p>and how to manage issues online</p> <p>About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</p> <p>Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</p> <p>How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</p> <p>That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <p>How information and data is generated, collected, shared and used online</p> <p>That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</p> <p>That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</p> <p>That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</p>
Being safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</p> <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About</p>

TOPIC	PUPILS SHOULD KNOW
	<p>ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p> <p>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</p> <p>About concepts and laws relating to:</p> <ul style="list-style-type: none"> ○ Sexual violence, including rape and sexual assault ○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language ○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour ○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation ○ Forced marriage ○ Female genital mutilation (FGM), virginity testing and hymenoplasty <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</p> <p>That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death</p> <p>That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful</p> <p>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</p>
Intimate and sexual relationships, including sexual health	<p>That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive</p> <p>The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex</p>

TOPIC	PUPILS SHOULD KNOW
	<p>About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</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>That some sexual behaviours can be harmful</p> <p>The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making</p> <p>That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use)</p> <p>About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma</p> <p>About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</p> <p>How and where to seek support for concerns around sexual relationships including sexual violence or harms</p> <p>How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment</p>

Appendix 3: Parent form: withdrawal from non-statutory/non-science components of sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	

TO BE COMPLETED BY PARENTS	
Reason for withdrawing from non-statutory/non-science components of 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	

TO BE COMPLETED BY THE SCHOOL

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