



Southfields Academy Relationships and sex education policy

Date: January 2026

Review: Annual

Adopted by:

Chair of Trustees, Sarah Taylor

Chair of Governors, Sian Tyler

Principal / CEO, Jacqueline Valin

Headteacher, Wanda Golinska

Equalities Statement:

We have considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Southfields Academy
Relationships and Sex Education Policy
2026

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1. Aims

At Southfields Academy we believe that Relationships and Sex Education forms an integral part of our Personal, Social, Health Education (PSHE). The aims of relationships and sex education 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

2. Statutory requirements

At Southfields Academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're 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.

We also have regard to legal duties set out in:

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

At Southfields Academy, we teach RSE as set out in this policy.

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:

1. Review – a working group pulled together all the relevant information including relevant national and local guidance. This working party included Deputy head teacher, Teacher in charge of PSHE and key staff delivering RSE
2. Staff consultation – key members of staff (including Head of Science, SENCO and school nurse) 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 and are given the chance to discuss further at parents evening and forums
4. Student consultation – we investigated what students wanted from their RSE through student voice
5. Ratification – once amendments were made, the policy was shared with governors and ratified and will be reviewed every three years

4. Definitions

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.

The aim of RSE is 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

Our PSHE curriculum is delivered by specialist teachers within the Social Science department and is aimed at providing high quality PSHE education for our students.

RSE is taught within the PSHE curriculum, with biological aspects covered within the Science curriculum by the class teacher. 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

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 the sensitivity that some children may have a

different support structure 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 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

6.2 Use of resources

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

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

7. Use of external organisations and materials

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

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the Curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and Carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers
 - We **won't**, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the policy for use within the school and hold the headteacher accountable for its implementation within the school.

8.2 The headteacher

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

8.3 School staff

Staff are responsible for delivering the curriculum when instructed in a responsible, sensitive way, for modelling positive attitudes to RE/RSE, for monitoring progress, for responding to the needs of individual students. Staff do not have the right to opt out of teaching RSE, and if staff have concerns, they should discuss them with their line manager and the Teacher in Charge of PSHE. Staff also have an entitlement to training, which prepares them to deliver RSE.

8.3 Students

Students are expected to engage fully in the lessons, and when discussing issues related to RE/RSE to treat the subject and others with respect and sensitivity. Students will be familiar with the ROCK (Respect, Open Mindedness, Communication, Cooperation and Communication and Kindness) rules

which govern how students should conduct themselves in PSHE lessons.

9. The Right to Withdraw

Parents/carers have the right to withdraw their child from any non-statutory/non science components of Sex Education up to and until three terms before the child becomes 16 years old.

After this point the decision to withdraw or not becomes that of the young person.

Requests for withdrawals should be put in writing using the form found in appendix 3 of this policy and addresses to the headteacher.

A copy of withdrawal requests will be placed in the students' educational record. The headteacher or Teacher in Charge of PSHE will discuss the request with the parents and take appropriate action. Should a withdrawal be agreed, then the procedure for withdrawal should be outlined for example the student being given alternative work and supervision within another class.

10. Training

Staff are trained in the delivery of RSE as part of their ongoing INSET and the subject is revisited annually as part of ongoing staff training, and external staff such as the school nurse will hold appropriate professional qualifications such as degree modules in sexual health or equivalent. . Specialist staff also have the opportunity to go on training courses from well-established and recognised PSHE organisations such as the PSHE Association and The Sex Education Forum.

11. Monitoring

Teacher in Charge of PSHE monitors the delivery of RSE.

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

In PSHE, students are assessed at the beginning (baseline) and end of each scheme of work to identify students' strengths and weaknesses on a given topic. Delivery of the scheme of work is adjusted to accommodate these needs.

Appendices

Appendix 1: A full curriculum map, year by year of the topics covered in RE/RSE

SECONDARY PSHE EDUCATION: LONG TERM OVERVIEW — COMPETENCIES-BASED MODEL

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	<p>Develop knowledge, skills and attributes to effectively manage the transition to a new school:</p> <ul style="list-style-type: none"> • PSHE this year • Road safety • Transition to secondary • Friendship groups • Learning skills and teamwork • Respect in school • Finding your feet <p><i>Gatsby Benchmark 3</i></p>	<p>Developing empathy, compassion and communication:</p> <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • Communicating online • Cyberbullying • /Crossing the line • Peer pressure • Self esteem & social media 	<p>Developing agency, strategies to manage influence and decision making:</p> <ul style="list-style-type: none"> • Regulating emotions • Diet and exercise • Hygiene - treatment of germs & viruses • dental health • Sleep • Legal/illegal drugs 	<p>Developing self-confidence and self-worth:</p> <ul style="list-style-type: none"> • Puberty and managing change • Body satisfaction and self-concept <ul style="list-style-type: none"> • <i>Deep fakes,</i> • <i>Start Careers (Online Programme) Explore careers that fit your strengths and interests</i> <p><i>Gatsby Benchmark 2</i></p>	<p>Developing assertive communication, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> • Drugs, alcohol and tobacco and peer pressure • Safety in the home/at school • Knife free • Rights in the community • FGM & the law 	<p>Developing agency and decision making skills:</p> <ul style="list-style-type: none"> • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • ‘Sexting’ & the law • Commitment in relationships and different family units
Year 8	<p>Developing and maintain friendships in a new situation:</p> <ul style="list-style-type: none"> • Healthy relationships • Gender stereotypes • Safe online behaviour • Sexualised/Inappropriate behaviour • Digital resiliency and online digital behaviour extended. 	<p>Developing respect for beliefs, values and opinions and advocacy skills:</p> <ul style="list-style-type: none"> • Bullying & Cyberbullying - emotional impact & what to do scenarios. • Prejudice and discrimination • Promoting diversity and equality (LGBTQ identities) • <i>Legal definitions on biological sex & gender reassignment</i> 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Drugs and alcohol (cigarettes & vaping). • Vaping & nicotine addiction • Resisting peer influence • Online choices and influences • Puberty & skin (self-esteem) 	<p>Developing goal setting, motivation and self-awareness:</p> <ul style="list-style-type: none"> • Aspirations for the future • Career choices • Budgeting • Identity and the world of work • <i>Start Careers (Online programme) Explore what employers are looking for in apprentices and trainees and how to set effective goals.</i> <p><i>Gatsby Benchmark 2</i></p>	<p>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> • Relationship values • The law & domestic abuse • Relationship boundaries • Unwanted contact • What consent means legally • <i>Menstrual wellbeing - endometriosis & PCOS</i> • Managing conflict 	<p>Developing agency and strategies to manage influence and access support:</p> <ul style="list-style-type: none"> • Maintaining positive mental health • Social anxiety • Importance of healthy behaviours & lifestyle • What is cancer? • Men’s Health - testicular cancer • Roles & responsibilities of parents raising children.

		<p><i>taught neutrally and factually</i></p> <ul style="list-style-type: none"> Disability awareness 				
Year 9	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Attitudes to Mental health Digital resilience Unhealthy coping strategies (including self-harm and eating disorders) Healthy coping strategies 	<p>Developing self-confidence, risk management and strategies to manage influence:</p> <ul style="list-style-type: none"> Change, loss and bereavement Gangs & grooming Positive Role models Drugs and alcohol - exploring attitudes (nitrous oxide) PREVENT Risk management 	<p>Developing goal-setting, analytical skills and decision making:</p> <p>Start Careers (GCSE options)</p> <ul style="list-style-type: none"> Start Careers (Online Programme) <i>Investigate</i> <p><i>the educational journey you can make with your subject choice</i></p>	<p>Developing analytical skills and strategies to identify bias and manage influence:</p> <ul style="list-style-type: none"> Harassment online Financial security - saving & borrowing Financial sexual exploitation Money and wellbeing Natwest Education Gambling & debt Misogyny and toxic online cultures (performance) <p><i>Gatsby Benchmark 8</i></p>	<p>Developing assertive communication, clarifying values and strategies to manage influence:</p> <ul style="list-style-type: none"> Identifying Stable committed relationships & benefits Consent - impact of not having it CEOP Relationships and sex in the Media <ul style="list-style-type: none"> "Honour based" violence and the law 	<p>Developing decision making, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Sexually transmitted infections (STIs) - chlamydia, gonorrhoea, syphilis, genital warts, pubic lice Contraception Cancer & lifestyle impacts First aid - using a defibrillator
Year 10	<p>Developing empathy, compassion and strategies to access support:</p> <ul style="list-style-type: none"> Managing transition to key stage 4 including learning skills Managing mental health concerns 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> Gender stereotypes Relationship expectations, consent, and the law - <i>strangulation & sex updated</i> 	<p>Developing agency and decision making, strategies to manage influence and access support:</p> <ul style="list-style-type: none"> Antimicrobial resistance & vaccinations Bias online and confirmation bias/echo chambers Intimacy without sex (delay) 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Employability Online presence and reputation Start Careers Programme (Online) <i>Apply for opportunities -</i> 	<p>Developing respect for diversity, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Importance of marriage & legal rights of other long term relationships Family life Parenting Types of relationships & the law 	<p>Developing motivation, organisation, leadership and presentation skills:</p> <ul style="list-style-type: none"> Preparation for, and reflection on, work experience Identifying values and aligning with careers Start Careers (Online programme)

	<ul style="list-style-type: none"> Recognising mental ill health & support Social media and mental health 	<ul style="list-style-type: none"> Coercive & controlling behaviour Reducing inappropriate behaviour - <i>all forms of sexual harassment</i> Impact of pornography & <i>sextortion</i> Revenge porn Identifying and responding to abuse and harassment <ul style="list-style-type: none"> Managing unwanted attention. 	<ul style="list-style-type: none"> Rape and the law Risk management - substance abuse Binge drinking effects Methonol Assessing risky behaviour 	<p><i>setting up work experience & demonstrate an understanding of your employability skills and practice interview skills.</i> Gatsby Benchmark 5</p>	<ul style="list-style-type: none"> "<i>incel culture</i>" & <i>this impact on relationships</i> Forced marriage Radicalisation/hate crime HPV /cervical cancer 	<p><i>Gatsby Benchmark 8</i></p>
<p>Year 11</p>	<p>Developing communication, negotiation skills, risk management and support-seeking skills:</p> <ul style="list-style-type: none"> Harassment Substance use and assessing risk (Ketamine, binge drinking) Substance use and managing influence <i>Gillick competency</i> Tattoos Cancer and <i>harmful influencers</i> 	<p>Developing resilience and risk management skills:</p> <p>:</p> <ul style="list-style-type: none"> Strategies to build healthy relationships Body shaming Consent, rape & sexual abuse Sexual harassment culture in schools explored Sexual health and services <i>Start Careers (Online programme) Stand out from the Crowd - CV & application writing . Explore your options for post-16.</i> <p><i>Gatsby Benchmark 8</i></p>	<p>Developing confidence, agency and support-seeking skills:</p> <ul style="list-style-type: none"> Making safe and healthy lifestyle choices Suicide prevention Health promotion and self- examination (breast cancer) Blood, organ, stem cell donation <ul style="list-style-type: none"> HIV & risky sexual behaviour 	<p>Developing empathy and compassion, clarifying values and support-seeking skills:</p> <ul style="list-style-type: none"> Reproductive health & fertility/infertility, menopause issues Successful parenting Fertility, adoption, abortion Pregnancy and miscarriage/pelvic health Menopause What is good sex? 	<p>Developing confidence, self-worth, adaptability and decision-making skills:</p> <ul style="list-style-type: none"> Recognising and celebrating successes Transition and new opportunities Money management & sextortion Aligning actions with goals 	

Year 12/13 taught in tutor period

The year 12 programme of study is taught as a carousel under themes of Health & Well-being, Relationships & Living in the wider world. (Particular focus to areas of:

- sexual health & where to access support
- personal safety - alcohol & drugs
- mental health
- seeking and recognising help for sexual abuse, exploitation, assault or rape
- evaluate next steps available in higher education, training or gap years
- how to plan expenditure and budget change
- to understand contracts including phone and mobile & how to get support
- Understand salary deductions

The year 13 programme of study is taught as discussion and debates through tutor time. Topics include:

- cancel culture
- social media and distortion of perspectives
- inequality and discrimination
- legal rights and responsibilities
- how to access reliable sources of information
- what healthy lifestyle means to different people
- the right to protest
- democracy
- the dangers of vaping
- the impacts of Covid lockdowns
- the refugee crisis
- mental health
- climate change
- bullying at school and in the workplace
- the importance of speaking out
- extremism
- fake news, echo chambers and conspiracy theories

		<ul style="list-style-type: none"> fossil fuels and global warming 				
IG group	<p>Developing Respect for beliefs, values & advocacy skills:</p> <ul style="list-style-type: none"> Diversity & the Law in the Uk Equality, stereotypes & the law LGBT Features of Healthy relationships 	<p>Developing resilience & risk management skills:</p> <ul style="list-style-type: none"> Coping with change Self-care/mindfulness Pressure/anxiety Preparing for adult life Healthy choices - food, alcohol & drugs <p><i>Gatsby Benchmark 7 and 8</i></p>	<p>Developing communication, negotiation skills, risk management & support-seeking skills:</p> <ul style="list-style-type: none"> Puberty Consent Relationship values Contraception Managing relationship challenges, break ups Sexual Health services 	<p>Developing empathy and compassion, strategies to manage influence and assertive communication:</p> <ul style="list-style-type: none"> FGM Identifying and responding to abuse & harassment Being safe online/cyber bullying Sexting and the law Pornography and its impact 	<p>Developing goal setting, leadership and presentation skills:</p> <ul style="list-style-type: none"> Skills for employment Employability Goal setting <p><i>Start Careers (Online programme)</i> <i>Gatsby Benchmark 5 demonstrate an understanding of your employability skills and practice interview skills.</i></p>	<p>Developing a healthy self concept and emotional wellbeing</p> <ul style="list-style-type: none"> Managing grief and loss Role models v's peer pressure Self esteem & self awareness PREVENT

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

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

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

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

A. Protocol for parents/carers requesting to withdraw their child from any non-statutory Sex Education

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 school	
Agreed actions from discussion with parents	
Staff signature	