



## Impact Education Multi Academy Trust Relationship and Sex Education Policy

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
Chair of Trust Board	Jo Kaye

Website:	
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## Diversity Policy Statement

The Trust willingly accepts not only its legal responsibilities and those detailed in the Equality Act 2010 but also wishes to embrace best practice in all areas of its work to secure equality of both treatment and outcome for all.

The Trust is therefore committed to ensuring that no-one is treated in any way less favourably on the grounds of personal differences such as race; national, ethnic or social origin; gender (including reassigned gender); sexual orientation; religious belief; age; disability; marital status; caring responsibilities or political or other personal beliefs.

We will implement all necessary action and training to ensure that the commitment of the Trust with regards to equality of treatment and outcome are fulfilled and will regularly monitor and review progress made in this respect.

This statement should therefore be applied in accordance with this policy.

## 1. Aims

The aims of relationships and sex education (RSE) at our Academies 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

### Primary Academies:

Primary Academies must provide relationships education to all pupils as per section 34 of the [Children and Social Work act 2017](#).

Academies do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Impact Education MAT primary Academies, we teach RSE as set out in this policy.

### Secondary Academies:

Secondary Academies must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

At Impact Education MAT we teach RSE as set out in this policy.

### All through Academies:

All through Academies must provide relationships education to all pupils as per section 34 of the [Children and Social Work act 2017](#) and as set out for Primaries and Secondaries above.

For further information, please refer to our funding agreement and articles of association.

### **3. Policy development**

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

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

### **4. Definition**

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

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

RSE is not about the promotion of sexual activity.

### **5. Curriculum**

Each Academy 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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about the curriculum, see our curriculum map in Appendix 1.

### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

## **Primary Academies:**

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

## **Secondary Academies:**

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 (including social media)
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

## **7. Roles and responsibilities**

### **7.1 The Trust board**

The Trust board will approve the RSE policy and hold the academy headteacher to account for its implementation.

### **7.2 The Headteacher**

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

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

In each Trust academy, the headteacher is responsible for the teaching of RSE.

#### **7.4 Pupils**

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

### **8. Parents' right to withdraw**

#### **Primary Academies:**

Parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

#### **Secondary Academies:**

Parents/carers 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 academy will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

#### **All through Academies:**

Parents and Carers should follow the relevant sections from above with regard to withdrawal.

### **8. Training**

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

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

## 9. Monitoring arrangements

The delivery of RSE is monitored by the headteacher of each Trust academy through:

- Planning scrutiny
- Learning walks
- Work scrutiny

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

This policy will be reviewed collectively by Impact Trust Headteachers annually. At every review, the policy will be approved by Impact Trust board.

<b>Sign off</b>	
Adopted by IMPACT Education Trust Board on:	September 2024
Chair of IMPACT Education Trust Board:	Jo Kaye
Next Review Date:	September 2025





## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	Relationships: <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul>	





## Key Skills - PSHE

EYFS		
Health and Well-being	Relationships	Living in the Wider World
<p>Children enjoy responsibility of carrying out a small task</p> <p>Children can describe themselves positively</p> <p>Children can speak about needs, wants, interests and opinions</p> <p>Children can say when they do or don't need help</p> <p>Children can talk about how they and others are feeling</p> <p>Children show sensitivity to others needs and feelings and form positive relationships with adults and other children</p> <p>Children know some of the things which make them unique and can talk about the similarities and differences in relation to friends and family</p>	<p>Children show confidence in asking adults for help</p> <p>Children are confident to choose resources they need</p> <p>Children are confident to speak in a familiar group</p> <p>Children understand their actions effect other people</p> <p>Children will comfort another child when they become upset</p> <p>Children can work as part of a group or class and understand the rules</p> <p>Children can initiate conversation and take into account what others say</p>	<p>Children confident to talk about their home and community</p> <p>Children are aware of boundaries and behavioural expectations in school</p> <p>Children are beginning to be able to negotiate and solve problems without arguing</p> <p>Children can take steps to resolve conflict</p> <p>Children enjoy family customs and routines</p> <p>Children show interest in different occupations and way of life</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions</p>
Year 1		
Health and Well-being	Relationships	Living in the Wider World
<p>Children learn about what keeping healthy means, different ways to keep healthy</p> <p>Children learn about how physical activity helps us to stay healthy, and ways to be physically active everyday</p> <p>Children learn simple hygiene routines that can stop germs from spreading</p> <p>Children learn how to keep safe in the sun and protect skin from sun damage</p> <p>Children learn about the people who help us to stay physically healthy</p> <p>Children learn about different feelings that humans can experience</p> <p>Children learn to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Children learn about ways of sharing feelings, a range of words to describe feelings</p> <p>Children learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Children learn to recognise when they need help with feelings, that it is important to ask for help with feelings, and how to ask for it</p> <p>Children learn to recognise what makes them special</p> <p>Children learn to identify what they are good at, what they like and dislike</p> <p>Children learn about growing and changing from young to old and how people's needs change</p> <p>Children learn about preparing to move to a new class/year group</p> <p>Children learn about rules and age restrictions that keep us safe</p> <p>Children learn to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Children learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>Children learn about the people whose job it is to help keep us safe</p> <p>Children learn basic rules to keep safe online, including what is meant by personal information and what should be kept private, the importance of telling a trusted adult if they come across something that scares them</p> <p>Children learn about what to do if there is an accident and someone is hurt</p> <p>Children learn how to get help in an emergency (how to dial 999 and what to say)</p>	<p>Children learn about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Children learn to identify the people who love and care for them and what they do to help them feel cared for</p> <p>Children learn that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Children learn about how people make friends and what makes a good friendship</p> <p>Children learn about how to recognise when they or someone else feels lonely and what to do</p> <p>Children learn simple strategies to resolve arguments between friends positively</p> <p>Children learn that bodies and feelings can be hurt by words and actions, that people can say hurtful things online</p> <p>Children learn about how people may feel if they experience hurtful behaviour or bullying</p> <p>Children learn that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable, how to report bullying, the importance of telling a trusted adult</p> <p>Children learn how to respond safely to adults they don't know</p> <p>Children learn about what is kind and unkind behaviour, and how this can affect others</p> <p>Children learn about how to treat themselves and others with respect, how to be polite and courteous</p> <p>Children learn how to listen to other people and play and work cooperatively</p>	<p>Children learn about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>Children learn about things they can do to help look after their environment</p> <p>Children learn about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>Children learn about the difference between needs and wants, that sometimes people may not always be able to have the things they want</p> <p>Children learn that everyone has different strengths</p> <p>Children learn that jobs help people to earn money to pay for things</p> <p>Children learn different jobs that people they know or people who work in the community do</p>



## Key Skills - PSHE

Year 2		
Health and Well-being	Relationships	Living in the Wider World
<p>Children will learn about foods that support good health and the risks of eating too much sugar</p> <p>Children will learn about why sleep is important and different ways to rest and relax</p> <p>Children will learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Children learn about dental care and visiting the dentist, how to brush teeth correctly, food and drink that support dental health</p> <p>Children learn about the importance of hygiene and learn the importance of keeping clean</p> <p>Children learn about different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV</p> <p>Children learn how to recognise and name different feelings</p> <p>Children learn how feelings can affect people's bodies and how they behave</p> <p>Children learn how to recognise what others might be feeling</p> <p>Children learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Children learn about change and loss (including death), to identify feelings associated with this, to recognise what helps people to feel better</p> <p>Children learn to recognise the ways in which we are all unique</p> <p>Children learn how to manage when finding things difficult</p> <p>Children learn to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Children learn about preparing to move to a new class/year group</p> <p>Children learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Children learn that household products (including medicines) can be harmful if not used correctly</p> <p>Children learn about things that people can put into their body or on their skin, how these can affect how people feel</p>	<p>Children learn about different types of families including those that may be different to their own</p> <p>Children learn to identify common features of family life</p> <p>Children learn how to ask for help if a friendship is making them feel unhappy</p> <p>Children learn to recognise that some things are private and the importance of respecting privacy, that parts of their body covered by underwear are private</p> <p>Children learn that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Children learn about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Children learn about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>Children learn about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Children learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Children learn what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help</p> <p>Children learn importance of keeping trying until they are heard</p> <p>Children learn to recognise the ways in which they are the same and different to others</p> <p>Children learn how to talk about and share their opinions on things that matter to them</p>	<p>Children learn how people and other living things have different needs, about the responsibilities of caring for them</p> <p>Children learn about the different groups they belong to</p> <p>Children learn about the different roles and responsibilities people have in their community</p> <p>Children learn to recognise the ways they are</p> <p>Children learn the same as, and different to, other people</p> <p>Children learn about the role of the internet in everyday life</p> <p>Children learn that not all information seen online is true</p> <p>Children learn what money is, forms that money comes in, that money comes from different sources</p> <p>Children learn that people make different choices about how to save and spend money</p> <p>Children learn that money needs to be looked after, different ways of doing this</p> <p>Children learn about some of the strengths and interests someone might need to do different jobs</p>

## Appendix 2: By the end of primary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• That others' families, either in the academy 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in the academy 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, the academy and/or other sources</li> </ul>



## Appendix 2: By the end of secondary phase pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• That in the academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

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

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

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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 academy to consider			
Parent signature			

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