



Buxton Community School

Relationships and Sex Education Policy 25-26

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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 accepted scientific vocabulary to describe themselves and their bodies

The curriculum links closely with our school values of wanting our students to be happy and confident, treating everyone with respect and fairness, showing tolerance and care towards others and being able to create and sustain healthy relationships.

Links to other policies:

- *Acceptable Use of Internet*
- *Safeguarding and CP*
- *Anti-bullying*
- *Online safety*
- *Equality and Diversity*

2. Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2023'

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 PHSE team pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy

- Student consultation – through remote questionnaires
- 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 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

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary; this may include responses to national trends, or to local needs highlighted by our community partners, or by our safeguarding records.

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. We encourage staff to tell students that they will find out the answer and respond at a later time; to then seek the answer from the co-ordinators or from a reliable source.

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 (Ethics), assemblies, ICT lessons. Other subjects may also contribute indirectly through their curriculum e.g. in English when discussing texts.

RSE focuses on giving young people the information, skills and values they need to help them develop healthy, fulfilling and nurturing relationships, and to take responsibility for their health and wellbeing, including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health and consent

For more information about our RSE curriculum, see Appendix 1. Learning Outcomes can be found in Appendix 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).

Staff are reminded that they are obliged to abide by the Equality Act 2010. This is also taught to students as part of their learning about protected characteristics at both KS3 & KS4.

Resources are selected by the HOD for Personal Development, using recommended sources e.g. The PHSE association, Public Health England, NSPCC and other national (and local) charities. We also take advice from the wellbeing consultant at DCC Education Improvement Service. All resources are checked to ensure they are accurate and age appropriate and information is sent each half term to parents with a breakdown of the topic. Resources are available for view if requested.

Staff are encouraged to adapt their teaching to meet the needs of any SEN students. This includes making the resources accessible and planning the deployment of any teaching assistants in lessons.

Students are signposted to reliable sources of support and information through lessons, via the pastoral system and the school's wellbeing padlet. There are also form room and centralised displays signposting support.

The curriculum will proactively address issues in a timely way in line with current evidence on pupils' physical, emotional and sexual development. RSE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.

Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore gender identity, stereotypes, and the features of stable and healthy same-sex relationships. All pupils are expected to learn about LGBTQ+ content, and parents do not have a statutory right to withdraw their children from lessons that include LGBTQ+ content.

The curriculum will be designed to focus on pupils of all gender identities and expressions and activities will be planned to ensure all are actively involved.

The school will ensure it delivers teaching on sensitive topics, e.g. puberty & menstruation, in a way that is appropriate and sensitive to the various needs of the

school community, e.g. cultural background. All teaching and resources will be assessed by the RSE subject leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any pupils with SEND, if applicable.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

7. Roles and Responsibilities

7.1 The governing board

- Ensuring the RSE curriculum is well-led, effectively managed and wellplanned.
- Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and updating a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all teaching staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

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

7.2 The headteacher

- The overall implementation of this policy.
- Ensuring all teaching staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSHE as a statutory curriculum subject.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the pupil if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.

- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

7.3 Staff

The HOD for personal development will be supported by the senior team, who has the strategic overview of the curriculum. The HOD will be responsible for:

- Planning and adapting resources for tutors to deliver
- Overseeing the delivery of RSE.
- Working closely with colleagues in related curriculum areas to ensure the RSE curriculum complements, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age- and stage-appropriate, inclusive, and high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group via a spiral curriculum
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

The DSL will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a pupil that have arisen through the teaching of RSE.
- Organising a safe space for pupils to go should they need additional support or time to talk after an RSE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable pupils who may have Adverse Childhood Experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Delivering the planned lessons effectively, ensuring a range of appropriate teaching methods and resources which have been sourced to cover the content.
- Modelling positive attitudes to RSE.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the HOD for PD on key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE.
- Reporting any concerns regarding the teaching of RSE to the HOD for PD or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.

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 so that appropriate support and training can be given.

All staff have a responsibility to deliver RSE through their delivery of PD lessons, tutor time, assemblies or through their daily interactions with students.

The SENCO will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

7.4 Students

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

If a student is affected by issues addressed in RSE, they are identified in advance by the pastoral team. Parents are also advised when sensitive topics are taught and are asked to contact school if they think their child might be affected. Appropriate support can then be put in place, such as alerting the class teacher, alternative accommodation etc.

8. Working With Parents

The school understands that parents' role in the development of their children's understanding about relationships, sex and health is vital and will, therefore, engage parents via half termly communications (HOD) and beyond (tutor). This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSE, including lesson materials.

The school will consult closely with parents when reviewing the content of the school's RSE curriculum, and give them regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make. When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSHE.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE, they will submit these to: headteacher@buxton.derbyshire.sch.uk

9. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. They have no right to withdraw from relationships education or health education. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. The school's pastoral team will approach the child to seek their preference.

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 student's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

10. Working with External Agencies

Working with external agencies will be used to enhance the school's delivery of RSE and bring in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- The expert's lesson plan is age-appropriate and accessible for the pupils.
- That the materials the expert intends to use, as well the lesson plan, meet all pupils' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

11. 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 school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring and Evaluation

RSE education will be monitored and evaluated through the school's QA protocols; this may include lesson visits, student voice exercises, staff surveys, work scrutinies. This will be conducted by the HOD PD, Assistant Headteacher with responsibility for RSE and other members of SLT, when appropriate.

13 More information

If parents/carers require more information, they can contact laura.flint@buxton.derbyshire.sch.uk, the pastoral team or they can visit the wellbeing padlet.

Appendix 1: Topic Lists for RSE

Please note that we use a spiral curriculum – topics are returned to and covered in more depth or at a more age appropriate level. Additional topics on ‘living in the wider world’ are also part of the PHSE curriculum

Year 7 topic list

HT1	HT2	HT3
Transitioning to secondary school <ul style="list-style-type: none"> Respect & values Organisation Goal setting Diversity & British Values Diverse & committed relationships Friendship, <u>incl</u> conflict & consent Peer pressure Personal safety 	Mindsets & self-esteem <ul style="list-style-type: none"> Growth vs fixed mindsets Understanding self-esteem The impact of low self-esteem Healthy coping strategies Appearance ideals The influence of online ideals <p><i>Students will also watch the documentary ‘driven’ – Billy Mnger case study</i></p>	Mental wellbeing <ul style="list-style-type: none"> Understanding the term ‘mental health’ Types of disorders Tackling stigma & discrimination Factors affecting mental health The impact of social media Unhealthy coping strategies Supporting mental health
HT4	HT5	HT6
Understanding finances <ul style="list-style-type: none"> Spending decisions Budgeting: needs vs wants Getting a job Critical consumerism Inflation 	Big changes <ul style="list-style-type: none"> Recapping puberty Maintaining good hygiene Understanding the <u>rol</u> of the brain Understanding menstruation, including the menopause Periods: what is normal? Coping with separation Understanding grief and coping with bereavement 	First aid <ul style="list-style-type: none"> Primary surveys The recovery position CPR Treating asthma & allergies Water safety <p>An introduction to <u>Unifrog</u></p>

Year 8 topic list

HT1	HT2	HT3
Healthy vs unhealthy relationships <ul style="list-style-type: none"> Healthy vs unhealthy friendships, <u>incl</u> consent Introducing the term intimacy The impact of sending nudes Understanding grooming, including online Child sexual exploitation Understanding different types of abuse Peer-on-peer abuse & bullying 	Internet citizenship <ul style="list-style-type: none"> Fake vs fiction Understanding biases, echo chambers & filter bubbles Understanding algorithms Speaking up, speaking out: ow to report online concerns 	Social influence (county lines and knife crime) <ul style="list-style-type: none"> Understanding county lines, including cuckooing Spotting the signs and reporting concerns Current knife crime statistics Understanding knife crime, including wider impacts The law Positive role models <p><i>Students will take part in a workshop with local PCSOs</i></p> <p><i>They will also be encouraged to take part in the My Life, My View survey</i></p>
HT4	HT5	HT6
Banking <ul style="list-style-type: none"> Understanding different types of bank accounts Reading a bank statement Debit vs credit cards How to save Managing debt 	Health and wellbeing <ul style="list-style-type: none"> Maintaining good physical health: diet and exercise Dental hygiene Influences on physical health The importance of sleep The impact of poor sleep 	Substance use <ul style="list-style-type: none"> The <u>short & long term</u> effects of alcohol Influences, <u>incl</u> peer pressure Legal vs illegal drugs The law The effects on the body The harms of smoking and vaping and law changes <p><i>Students will also <u>refer back to Unifrog</u> this half term: <u>my interest profile</u></i></p>

Year 9 topic list

HT1	HT2	HT3
Healthy lifestyles & health related choices <ul style="list-style-type: none"> • Back to healthy relationships, <u>incl</u> romantic • Managing risky behaviour (peer pressure) • Managing risks & personal safety • Achieving balance & self-care • Coping with change • Health services, examinations & vaccinations • Aesthetics & cosmetics 	Identity & community <ul style="list-style-type: none"> • What makes a community? • Bias, stereotypes & conflict • Protected characteristics & British Values • Values & disagreements • Understanding radicalisation & extremism, including online <p><i>Students will also take part in a PCSO workshop on hate crime and ASB</i></p>	Employability <ul style="list-style-type: none"> • Aspirations, interests & skills • Strengths for employment: transferable skills • Effective communication • Child employment laws • Rights & responsibilities • The Equality Act <p><i>Students will also revisit <u>Unifrog</u>: skills quiz and the labour market.</i></p> <p><i>Workshop: road safety with 'The Riot Act' company</i></p>
HT4	HT5	HT6
Managing finances <ul style="list-style-type: none"> • Mobile phone products • Cryptocurrency • (Online) exploitation • Gambling (<u>incl</u> online) • Safety online 	Sex education <ul style="list-style-type: none"> • Readiness • Consent • Pornography: busting the myths and harm • Sex & consent online • STIs, including treatment • Contraception (barrier) 	Sex education contd <ul style="list-style-type: none"> • Contraception (<u>hormonal</u>) • Sterilization & vasectomies • Unplanned pregnancies & <u>pregnancy</u> related choices • Miscarriage • Accessing local and online services • Signposting support

Topic list year 10

HT1	HT2	HT3
Commitments & healthy relationships <ul style="list-style-type: none"> Types of commitments Attitudes and legal rights Understanding arranged vs forced marriage Honour based violence Healthy vs unhealthy: control & coercion in intimate/partner relationships Harassment & stalking, <u>incl</u> the law 	Social influences <ul style="list-style-type: none"> Revisiting county lines: escaping gangs Revisiting substance misuse: alcohol and consent, binge drinking, getting home safely, understanding SUD 	Health and wellbeing & health related choices <ul style="list-style-type: none"> Revisiting mental health: reframing negative thinking, building resilience, overcoming <u>set-backs</u>, common mental health conditions in young people, seeking help & support Organ donation: the law, the process, the influences of values & religion
HT4	HT5	HT6
Careers <ul style="list-style-type: none"> Careers in the city Apprenticeships Entrepreneurship Gig work & rights Speaking up at work Career planning 	Digital literacy <ul style="list-style-type: none"> Misinformation Online extremism Protecting personal data Revisiting sending nudes 	Unsafe & emergency situations <ul style="list-style-type: none"> Judging & reducing risk Identifying emergency situations Responding to emergency situations Recapping the recovery position & CPR Treating minor injuries Driver and passenger safety, <u>incl</u> the law

Year 11 topic list

HT1	HT2	HT3
Health & wellbeing <ul style="list-style-type: none"> Settling back in & coping with exam pressures Organisation and routines Study habits Lifestyles & well-being Aesthetics & cosmetics revisited The importance of sleep Testicular & breast cancer: self-examination 	Revisiting sexual health <ul style="list-style-type: none"> Intimacy & consent STIs Contraception Fertility Pregnancy: including choices Accessing services Understanding pornography 	Finances <ul style="list-style-type: none"> Pay Taxation Budgeting Savings Investing Insurance Understanding gambling addiction
HT4	HT5	HT6
Preparing students for exams	Preparing students for exams	NA

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

TOPIC	STUDENTS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	STUDENTS SHOULD KNOW
<p>Respectful relationships, including friendships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC

STUDENTS SHOULD KNOW

Online and media

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

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	STUDENTS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>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>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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

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

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

