



**SIR WILLIAM BORLASE'S
GRAMMAR SCHOOL**

Relationships and Sex Education and Health Education (RSHE) and Personal, Social, Health and Economic (PSHE) Policy

Senior Leader Review Lead: Assistant Headteacher

Review date: June 2026

Next review date: September 2026



*Inspire
Empower
Shape The Future*

Section 1: PSHE Policy Intent and Implementation

Curriculum Intent

The PSHE curriculum at Sir William Borlase's Grammar School focuses on four core pillars:

- Health Education
- Well-being
- Relationships and Sex Education (RSE)
- Living in the Wider World

We utilize a spiral curriculum that revisits key themes in an age-appropriate manner as students progress through school.

Aims

Our sincerest aim is to teach key themes and develop important competencies that will support Borlase students to develop into happy, confident, and resilient individuals and positive contributors to society, ready for life at school and life beyond school. It will develop curiosity and encourage reflective thinking on current topics that will enable students to understand, embrace, and celebrate diversity.

It fosters and develops an understanding of safe, consensual, and healthy relationships; it aims to develop character and embed the core value of respect for oneself, respect for other people, and respect for the world in which we live and the world we hope to hand on to future generations.

The PSHE Curriculum instils the school's values which embrace British Values and the values of the Equalities Act of 2010. Borlase students are encouraged to follow things worthy of themselves—to show Responsibility, Respect, Integrity, Courage, and Kindness.

Curriculum Structure & Implementation

At SWBGS, students are taught PSHE as a discrete subject in Years 7 to 10 for one hour each week, and in Year 11 for one hour a fortnight. They are taught by specialist teachers, predominantly the Heads of Year in their teaching classes who have PSHE as their first or second subject. Key support staff also contribute to assisting teachers for appropriate topics, including the School Counsellor and qualified Health and Wellbeing Lead.

There is a Head of Department, currently the Head of KS3, and time is provided to allow teachers to share best practice and discuss teaching approaches. This allows coherence across the KS3 and KS4 Curriculum and discussion of age-appropriate approaches to topics. Some KS3 and KS4 content is also delivered through the school Tutor System, collapsed days, and school assemblies. All departments reinforce Equalities, school, and British values.



At KS5, students access the PSHE themes via various routes, including a timetabled hour a week in Year 13.

The curriculum aims to build upon concepts covered throughout the years using age-appropriate materials and approaches, scaffolding the learning of students as they become more aware and engaged with the world around them. The department considers how all students can access the curriculum including SEND students; the SENDCo is also a member of the PSHE department.

Core Themes

In line with the advice from the PSHE Association, learning falls under three main themes which are shared with parents at Information Evenings during the Autumn Term:

- **Health & Wellbeing:** The focus of this core theme is to develop students' own identity in terms of their physical, emotional, and mental health. There is also an element of RSE within this unit as students understand their body changes and the transitions into adulthood with managing risky situations and making informed choices about their health and wellbeing.
- **Wider World:** The focus of this core theme is to facilitate students in making informed decisions about their lives through structured sessions focusing on a wide range of career opportunities, option choices, study skills, enterprise activities, and managing personal finances. Teachers emphasize Equalities in looking at future pathways and opportunities, opening minds to opportunities for all and challenging stereotypes.
- **Relationships:** The focus of this core theme is to develop skills in maintaining a variety of healthy relationships within a range of social and cultural contexts. There is a focus on informing students of the Law and how to seek support in negative relationships including bullying and abusive situations, providing a clear link to Relationships and Sex Education (RSE).

Assessment, Feedback, and Monitoring

Assessment for Learning: Used as a basis to promote new learning opportunities and to reflect upon what a student brings with them in terms of attitude and understanding when approaching new content. Formal assessments come through larger pieces of project work, alongside a range of formative mechanisms including regular baseline assessments and end-point assessments built into resources.

Marking and Feedback: Teachers review students' work to assess whether they “can do” or “know more,” employing a variety of assessment for learning strategies throughout the curriculum journey. Students are encouraged to reflect upon their own learning and its



transference to their lives in the wider community.

Monitoring Impact: Lesson observations, departmental discussions, and collaboration on Schemes of Work are primarily used to gather evidence that there is a consistency in the quality of PSHE education. Impact is visible in behaviour, attitudes, student aspiration, and focus on learning across the curriculum.

Training and External Contributors

Teachers use published resources to engage students and promote effective and appropriate discussions about the key areas of learning. They are supported through CPD sessions and online learning platforms. Guidance documents are provided for staff within each Scheme of Work (SOW) to ensure they have the most up-to-date information and can signpost students to internal and external sources of support.

We use external contributors for performances and presentations through assemblies to support teaching and learning. The Head of PSHE reviews the work of any outside provider to ensure their approach aligns with the school's policy and practice, checking that content is age-appropriate and accessible, and ensuring that the visitor understands how safeguarding reports should be handled in line with the school's Safeguarding Policy and Prevent Duty.

Assemblies and tutor time:

PSHE is taught in timetabled lessons each week. However, our core values and some PSHE themes including healthy relationships is also promoted and embedded with students and staff through our assembly programme and tutor time. Tutors are given resources to be used during tutor time in follow up to the assembly theme enabling students to question and discuss the content of the week. With this we aim to link together our PSHE curriculum with our pastoral support and whole school approaches, fostering a palpably inclusive community culture.

The PSHE Programme in the Sixth Form

By the end of key stage 5, many Borlasians will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout their Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. The learning opportunities at key stage 5 assume that



students have already covered those in key stage 4. However, with many students entering the Borlase VI form from different feeder schools, students may bring a range of experience and understanding, so it may be appropriate to also draw on learning opportunities in key stage 4.

It is important to revisit and reinforce earlier learning through learning that 'connects' it to contexts that are relevant to this age group, such as the workplace. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

The [PSHE Association Programme of Study](#) for Key stage 5 is used to guide delivery in the VI form. The Key PSHE themes are delivered to the Sixth Form in a manner and using resources that are age appropriate. This includes:

An hour a week timetabled lessons for Yr 13

A weekly lecture series

Assemblies

Extension and Enrichment

Masterclasses Programme

Futures Programme

Tutor Time

Collapsed Days

Section 2: Relationships Education, Relationships and Sex Education (RSE), and Health Education Policy

Introduction & Definition

The governors and staff at Sir William Borlase's Grammar School are aware that children and young people are growing up in an increasingly complex world and living their lives on and offline. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way (DfE Guidance, 2019).

The term *Relationships and Sex Education* is used within the curriculum rather than *Sex Education* to emphasize the emotional, social, and cultural development of students, going beyond giving biological information. It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity, exploring issues and values in a safe, inclusive environment.

Aims of RSE

The aim of RSE is to give young people the information they need to help them develop



self-esteem and healthy, nurturing relationships of all kinds, including friendships, not just intimate relationships. We aim to support young people in knowing what a healthy relationship looks like and what makes a good friend, a good colleague, and a successful marriage, civil partnership, or other type of committed relationship.

In line with guidance, the school covers contraception, developing intimate relationships, resisting pressure to have sex, and not applying pressure, teaching what is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed.

Statutory Guidance and Legal Framework

SWBGS acknowledges that all secondary schools must provide RSE to all students as per section 34 of the Children and Social Work Act 2017. The school has regard for the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. This policy was developed in response to:

- Relationships Education, Relationships and Sex Education and Health Education guidance
- Keeping children safe in education: for schools and colleges
- Behaviour and discipline in schools: guidance for headteachers and staff
- Equality Act 2010: advice for schools
- Special educational needs and disability code of practice: 0 to 25 years
- Mental health and behaviour in schools
- Preventing and tackling bullying
- Sexual violence and sexual harassment between children in schools and colleges
- Promoting fundamental British values as part of SMSC in schools

“This policy has been updated in line with the Department for Education’s (DfE) updated **Statutory Guidance on Relationships, Sex and Health Education (RSHE)**, published in **July 2025** (for full implementation by September 2026, with early adoption starting September 2025).”

The Law

Students will be made aware of the relevant legal aspects when the relevant topics are being taught, and materials will be delivered in an age and stage-appropriate way. This includes, but is not limited to:

- Consent, including the age of consent
- Online behaviours including image and information sharing (including sexting, youth-produced sexual imagery, nudes, etc.)



- Pornography
- Abortion
- Sexuality and Gender identity
- Equality
- Substance misuse
- Violence and exploitation by gangs, extremism/radicalisation, and criminal exploitation (e.g., 'county lines')
- Hate crime
- Female genital mutilation (FGM)

Roles and Responsibilities

- Governors: Monitor the implementation of the policy; monitor student progress to ensure that students achieve expected outcomes; ensure that the topics are well led, effectively managed, well planned, and well evaluated; and ensure sufficient resourcing.
- Headteacher: Ensures that all staff are informed of the policy and responsibilities; PSHE is led by an experienced teaching lead and appropriately staffed/timetabled; RSE is accessible to all students with SEND; the school works with parents/carers; and clear information is provided regarding content and the right to request withdrawal.
- Teaching Staff: Negotiate ground rules with groups before embarked on sensitive lessons; offer students opportunities to explore ideas in an atmosphere of confidence and support; remain unbiased; ensure accessibility for SEND students; emphasize personal relationships and informed choices; and refer any concerns to the Designated Safeguarding Lead (DSL).
- Parents/Carers: SWBGS recognises that parents/carers are the first educators of their children. All parents/carers will be given every opportunity to understand the purpose and content of RSE, encouraged to participate in its development, and able to discuss concerns directly with the school.

Teaching SRE

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality
- All students are offered the opportunity to explore ideas, situations, and feelings in an atmosphere of confidence and support.
- All points of view they may express during teaching RSE are unbiased.
- The teaching of RSE is delivered in ways that are accessible to all students with SEND.



- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights, and legislation underpin the teaching of RSE.
- Where appropriate staff direct students to seek advice and support from a relevant colleague, appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception.
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff must refer any concerns or potential concerns to the Designated Safeguarding Lead.

Parents/Carers

SWBGS recognises the key role that parents/carers play in the development of their children's understanding about relationships. Parents and carers are the first educators of their children and have the most significant influence in enabling children to grow and mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE. through consultation.
- Encouraged to participate in the development of Relationships Education and RSE.
- Able to discuss any concerns directly with the School.

Aims of teaching of RSE

Teaching of RSE at SWBGS will enable students to:

- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing. This includes peer on peer relationships
- Aspire to their goals and recognise that in order to achieve those goals they must persist at the tasks despite the challenges they may face.
- Be taught the facts and the law about sex, sexuality, sexual health, and gender identity in an age-appropriate and inclusive way.
- Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.



- Recognise risks, harmful content, and contact, and how and when to report issues to keep them safe online.
- Within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- Learn the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Avoid an unintended pregnancy.
- Understand 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.
- Know the key facts about puberty, the changes in the adolescent body (including physical and emotional) and menstrual wellbeing (Health Education).
- Learn where to go for help and advice and how to access local and national services.

Delivery

Sir William Borlase's Grammar School recognises that high-quality, evidence-based and age-appropriate teaching can help students prepare for the opportunities, responsibilities and experiences of adult life as well as promoting the spiritual, moral, social, cultural, mental and physical development of students both at school and in society.

RSE is set in the context of a wider whole-school approach to supporting students to be safe, happy, and prepared for life beyond school. The curriculum on relationships and sex education will complement and be supported by school policies on behaviour, safeguarding mental health, equality and diversity, anti-bullying. RSE sits within the context of SWBGS's broader ethos and approach to developing students socially, morally, spiritually, and culturally, and the pastoral care system. Healthy lifestyles is also supported through Physical Education, Food Technology, Science, and the wide range of extra-curricular activities.

Sir William Borlase's Grammar School delivers Relationship and Sex Education and Health Education throughout KS3, KS4 and KS5 via:

- PHSE lessons
- Tutor Time programme
- Assemblies
- Focused Sessions such as Enrichment Days or Lecture Series (KS5)
- External speakers, dramas, and agencies
- Interactive workshops
- Health care professionals



- Other curriculum delivery including, but not limited to, Science, ICT, Food Technology, English, and PE.

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).

SEND students

Relationships Education, RSE and Health Education will be accessible for all students. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all students.

SWBGS is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some students, for example some with Social, Emotional and Mental Health Needs or learning disabilities. For some students there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

The SENDCo will ensure that staff have the relevant advice to support SEND students in the classroom

Lesbian, Gay, Bisexual and Transgender (LGBTQ+)

In teaching RSE, Sir William Borlase's Grammar School will ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect.

SWBGS will comply with all relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content; when the school decides it is appropriate to teach students about LGBT, this will be fully integrated into the scheme of work.

Physical health and mental wellbeing

SWBGS recognises that the aim of teaching students about Physical Health and Mental Wellbeing is to provide them with the information that they need to:

- Make good decisions about their own health and wellbeing.
- Recognise signs of concern within themselves or others.



- Be aware of their own emotional health and wellbeing.
- Be able to reflect on how they are feeling and express those feelings in a timely manner to the appropriate support system at home or within school.
- Be aware of the impact that online activity can have on their own and other people's mental wellbeing.
- Be conscious of the links between good physical health and positive mental wellbeing.
- Recognise the importance of self-control and the ability to self-regulate, and strategies for doing so.
- Be resilient even when faced with adverse or challenging situations.
- Remain confident in their own ability to overcome issues and persevere when necessary.
- Respond calmly and rationally in a variety of challenging situations.
- Understand that being physically active is an important aspect of an individual's health.
- Make positive choices with regards to diet and exercise.

Effective teaching and pastoral support within SWBGS continues to aim to reduce the stigma attached to health issues, particularly those to do with mental wellbeing.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared.

- 48% of girls aged 14-21 in the UK were embarrassed by their periods.
- 14% of girls admitted that they did not know what was happening when they started their period
- 26% reported that they did not know what to do when they started their period.

At SWBGS students will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. Students will also have the opportunity to explore the impact that changing hormones have and will aim to normalise and support all aspects of 'growing up'. This will be delivered through Science lessons and PHSE – Year 7.

In school the Healthcare lead and Key Stage Teams can provide students with sanitary products.

Parental right to withdraw

Parents have the right to withdraw their children from non-statutory/non-science components of Sex Education within RSE up to and until 3 terms before the student turns 16. After that point, if the student wishes to receive sex education rather than be withdrawn, SWBGS will arrange to provide the child with sex education

Requests for withdrawal must be made in writing and submitted to the Headteacher and Head of Year.



The request will be discussed with parents and the student and appropriate steps taken.

The Head of Year and Head of PHSE will ensure that where a student is excused from sex education, the student will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships and Health Education or from Sex Education within the Science national curriculum.

Section 4 Relationships, Sex and Relationships and Health Education Guidance, DFE 2020

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents also have the right to view all curriculum materials on request

External Agencies

SWBGS is aware that working with external partners can support and enhance the delivery of RSE and provides specialist knowledge and different ways of engaging with young people.

Where SWBGS uses external agencies, the credentials of the visiting organisation and any visitors linked to the agency will be checked and verified. The Head of PHSE will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

SWBGS will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all students. Any materials that are used as part of the delivery must be approved by the relevant staff, eg the Head of PHSE, Pastoral Assistant Head in advance of the session.

The Headteacher will take all practical steps to ensure that where political issues are brought to the attention of students, they are offered a balanced presentation of opposing views.

SWBGS will ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Child Protection and Safeguarding Policy.

Health Professionals

Health professionals in school are bound by their respective codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse. Their first liaison should be with the Designated Safeguarding Lead.



It is good practice for doctors and other health professionals to follow the criteria outlined by Lord Fraser in 1985, “The House of Lords” ruling commonly known as the [Fraser Guidelines](#)

Consent Information

Young People under the age of 13 years

A child under 13 is not legally capable of consenting to sexual activity.

Under the Sexual Offences Act 2003, penetrative sex with a child under the age of 13 is classed as rape. Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm.

Concerns about or cases involving under 13s should always be discussed with the Designated Safeguarding Lead, identifying the young person, and the sexual partner if known. Following this the Child Protection and Safeguarding Policy will be followed which will include a referral to Social Care.

Young people between 13 – 16 years

Sexual activity with a young person in this age group is a criminal offence under the Sexual Offences Act 2003.

The Act reinforces that whilst mutually agreed, non exploitive, nor coercive sexual activity between teenagers does take place and that often no harm comes from it, the legal age of consent remains 16. This acknowledges that this group of young people is still vulnerable, even when they do not view themselves as such.

Recent changes in law around consent, places the emphasis on proving that consent is secured by the person initiating sex, and not the assumption that it has been obtained from the other person. This is based on them being free, able, has capacity to give consent, and that on each occasion it is negotiated and agreed.

Cases of concern should be discussed with the Designated Safeguarding Lead and the Child Protection / Safeguarding policy followed.

Safeguarding, reports of abuse and confidentiality

SWBGS recognises that at the heart of RSE, the focus is on keeping young people safe, and acknowledges the significant role played in preventative education.

SWBGS aims to enable students an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports and students will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with Keeping Children Safe in Education (KCSIE) and the school policy, all staff are aware of what to do if a student tells them that they are being abused or neglected.



Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead. A member of staff will never promise a student that they will not tell anyone about a report of abuse, as this is not in the best interests of the student. The involvement of the Designated Safeguarding Lead will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of any particular local issues it may be appropriate to address in lessons.

Assessment and Evaluation

It is the responsibility of the Head of Department (PHSE) to oversee the monitoring and evaluation of PHSE in line with the school's Teaching and Learning Policy. Ofsted is required to evaluate and report personal development, behaviour, and welfare as well as spiritual, moral, social, and cultural development of students.

Links with Other School Policies

This policy should be read in conjunction with the following school policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Behaviour Policy
- Equalities Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Mental Health and Wellbeing Policy

Appendix 1

What students should know by the end of secondary school

PSHE Programme of Study including intended outcomes for Health and well being, living in the wider world, and relationships education.

Families

- That there are different types of committed, stable relationships
- How these relationships might contribute to human happiness and their importance for bringing up children



- What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
- Why marriage is an important relationship choice for many couples and why it must be freely entered into
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

Respectful Relationships, including friendships

- The characteristics of positive and healthy friendships (in all contexts, including online) include : trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships
- 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

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)

Intimate and sexual relationships, including sexual health

- 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

See below: The Right to Withdraw Form. This would need to be sent directly to the Headteacher and the Head of Year.

Appendix 2 : Parent Form – Withdrawal from sex education within RSE

Name of child		Class	
Name of parent/carer		Date	
Reason for request to withdraw from Sex education within Relationships and Sex education			
Any other information you would like the school to consider			
Parent signature			



Agreed actions from discussion with parents	
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