



Relationships and Sex Education Policy

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Written and reviewed by	Kim Barnes, Siobhan Long	Date	10/11/23
Headteacher review	Kate Stevens	Date	07/12/23
Proprietary board review	Mandy Cheriton-Metcalf	Date	15/12/23
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Statutory requirements

This policy has been created in line with the latest guidance produced by the DfE: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rseand-health-education>

- September 22 (statutory update)

Policy Development

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

1. Review – the subject coordinator pulled together all relevant information including relevant national and local guidance.
2. Staff and the Proprietary Board consultation – school staff and members of the Proprietary Board were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE lessons

Aims

The aims of relationships and sex education (RSE) at Oakwood Community School are to:

- Provide a framework and safe environment in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development
- 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
- To understand what constitutes a healthy or unhealthy relationship including friendships
- To ensure that pupils know how to keep themselves safe online and offline

Definitions

Relationships Education for primary pupils should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Relationship and Sex Education for secondary pupils can be defined as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

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

RSE is not about the promotion of sexual activity.

Curriculum

Content for both primary and secondary pupils is based on their stage of development and understanding rather than age. Gaps in learning are filled before moving on, to ensure that correct information is given, and misconceptions are addressed. An 'ask it basket' is available for anonymous questions and pupils are encouraged to ask questions during the lessons.

Our RSE and PSHE curriculum are set out as per Appendix 1. This is adapted as and when necessary.

By the end of primary school, pupils should know:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- 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.
- that others' families, either in school 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious*).
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful relationships

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- 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.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any person.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

At secondary school (and at Post 16), pupils should continue to develop knowledge on topics specified for primary pupils and should also know:

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) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

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 and menopause.
- 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.

Delivery of RSE

The RSE curriculum is devised and delivered in line with the ethos and core values of the school applying the head, heart and hand model.

Through effective organisation and delivery of RSE, we ensure that:

- RSE is delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment. Approaches such as distancing techniques and the use of an 'ask it basket' allows pupils to raise issues or ask questions which they may find embarrassing.
- Teachers ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Ground rules are developed and shared with pupils as part of best practice. Ground rules help to ensure discussions and personal questions/comments are managed appropriately and sensitively, along with those questions which are more challenging.
- Taught content provides opportunities to revisit previous content and allows clear progression. Topics and lessons are carefully sequenced, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- All resources are selected carefully and are suitable for the needs of the pupils being taught and consider the pupils experiences and needs.
- Care is taken to ensure that there is no stigmatisation of any pupil based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.
- It is recognised that pupils may be discovering or understanding their sexual orientation or gender identity and all pupils should feel that the content is relevant to them and it is delivered in a clear, sensitive and respectful manner.
- Content related to LGBT+ is fully integrated into a range of topics, rather than delivered as a stand-alone unit or lesson.
- Steps are taken to foster healthy and respectful peer-to-peer communication and we provide an environment which challenges sexual violence and harassment as well as perceived limits on pupils based on their gender or any other protected characteristic.

- There is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment (including online), with positive action taken to build a school culture within which these are not tolerated.

Roles and responsibilities

The proprietary board

The board will hold the headteacher to account for the implementation of this policy.

The headteacher

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

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

Pupils

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

SAFEGUARDING AND CONFIDENTIALITY

At Oakwood Community School, there is a focus on keeping our pupils safe, and the RSE curriculum plays an important role in our preventative education. All pupils are taught about keeping themselves safe, including how to stay safe online and how to stay safe within the community. Teachers are aware of pupil's ACEs and are sensitive to how these might affect pupil reactions within RSE. As a Trauma Informed School teachers can respond accordingly.

The PSHE Lead liaises with the school's Designated Safeguarding Lead (DSL) in anything that is safeguarding-related within the context of RSE and keeping safe. The DSL liaises with the PSHE Lead about the circumstances of individual pupils if it is felt necessary, including when and how ACEs may be affecting an individual pupil and thus how they experience these subjects' topics.

Our good practice allows pupils to have an open forum to discuss potentially sensitive issues and it is recognised that such discussions could lead to increased safeguarding reports. The school's Child Protection Policy and Procedures must be adhered to at all times and without exception, concerns or disclosures made within or as a result of RSE lessons must be shared with the Designated Safeguarding Lead (DSL). Pupils are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes if they have a concern about a friend or peer. Staff will never promise a child that they will not tell anyone about a report of abuse.

LEGAL OBLIGATIONS AND RIGHT TO WITHDRAW

The Relationships, Sex and Health Education Regulations (2019) made under the Children and Social Work Act (2017) brought some compulsory changes into effect in all schools from September 2020. Relationships and Health Education are now compulsory for all pupils receiving primary and secondary education. It is also compulsory for schools to provide Sex Education to all pupils receiving secondary education.

Primary schools have the option to decide whether or not pupils are taught 'Sex Education'. At Oakwood Community School this decision will be taken on an individual basis depending on the physical development, age and emotional maturity of the current primary cohort.

RSE is an important part of our curriculum and it is hoped that all pupils will participate in all aspects of these lessons. However, the school acknowledges the rights of parents/carers as described below:

- From September 2020, parents of both primary and secondary-aged pupils will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty and developing and nurturing healthy friendships and relationships).
- Parents of both primary and secondary-aged pupils will not be able to withdraw their child from any aspect of the National Curriculum for Science (which includes subject content such as the names of external body parts, the human body as it grows from birth to old age, and reproduction/off-spring in some plants and animals reproduction in humans and plants, hormones in reproduction, hormone and non-hormone methods of contraception communicable diseases including sexually transmitted infections in humans).
- Parents will be able to withdraw their child (following discussion with the school and providing notification to the Headteacher in writing) from any or all aspects of Sex Education (other than those provided as part of the Science curriculum) up to and until three terms before the age of 16.
- In line with the statutory guidance, where pupils are withdrawn from Sex Education, we will keep a record of this (including discussions/requests from parents/carers) and we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

- In line with the statutory guidance, if any secondary-aged pupil wishes to receive Sex Education rather than be withdrawn, we will make arrangements to provide the pupil with Sex Education during one of the three terms before the age of 16.
- At Post 16, we will continue to offer Sex Education to our pupils as part of their non-qualification activities linked to the development of character, broader skills, attitudes and confidence and in preparation for transition to life beyond school. Parents/carers will not have the right to withdraw pupils from this.

For further clarity, please see Appendix 2 of this protocol for an overview of the compulsory aspects of RSE at the different stages of education as set out by the DfE.

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.

Monitoring arrangements

The delivery of RSE is monitored by the AHT Curriculum and PSHE Lead, through book scrutiny, learning walks and planning meetings.

Pupils' development in RSE is monitored by those delivering RSE and the PSHE lead as part of the internal assessment systems.

This policy will be reviewed by the AHT Curriculum and PSHE Lead annually. At every review, the policy will be approved by the headteacher and proprietary board.

Appendix 1: Curriculum map





PSHE Thematic Curriculum Map Year A

PSHE (Personal, Social, Health and Economic) education is a crucial part of a young person's education. It gives them access to critical information about themselves and the many facets of the diverse world around them. Our thematic spiral curriculum enables learners to develop an awareness of their own needs, how to develop and maintain healthy relationships and where they fit in to the wider world. At the same time each year pupils revisit a topic with age-appropriate materials which ensures that they gain a deeper understanding of the theme and allows for progression and retention of key skills and knowledge. The PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. Class teachers are supported to teach their class, this personal and delicate subject matter, creating a safe learning environment and secure base, utilising the relationships that they have built.

	Autumn 1 Healthy Lives	Autumn 2 Angels & Demons	Spring 1 Individuals & their Societies	Spring 2 Power of Nature	Summer 1 Myths & Legends	Summer 2 Mysteries & Adventures
	<u>Health and Well-being.</u>	<u>Relationships</u>	<u>Living in the Wider World</u>	<u>Health and Well-being</u>	<u>Relationships</u>	<u>Living in the Wider World</u>
KS2	Healthy Body Exercise and nutrition Sleep Medicines and household products Smoking including vaping	My Relationships Friendships including staying safe online Bullying and cyberbullying	One World Being a global citizen Global warming Energy and water Biodiversity The world in our hands	Healthy Mind Mental health: what it means Dealing with emotions in challenging times Strategies for dealing with grief Managing anxiety	Healthy relationships Consent Personal boundaries Appropriate/inappropriate touch Healthy relationships.	Healthy Budget Teachers Values, Money & Me http://valuesmoneyandme.co.uk Fair Day's Pay: What are deductions? What are they used for? Exploring budgets and priorities. Community responsibilities Charity Job Week: How to organise an event Being part of a team

						Building a business plan Organising a stall for the Summer Faire
Lower KS3	Healthy Me Exercise and nutrition Sleep Medicines and vaccinations Risks and effects of legal and illegal drugs Use of drugs; peer and media influence	My Relationships Forming positive relationships Bullying and cyberbullying	One World Being a global citizen Global warming Energy and water Biodiversity The world in our hands	Healthy Mind Mental health: what it means Dealing with emotions in challenging times Strategies for dealing with grief Managing anxiety	Healthy relationships Consent Personal boundaries Appropriate/inappropriate touch Healthy relationships.	Healthy Budget Teachers Values, Money & Me (valuesmoneyandme.co.uk) Fair Day's Pay: What are deductions? What are they used for? Exploring budgets and priorities. Community responsibilities Charity Job Week: How to organise an event Being part of a team Building a business plan Organising a stall for the Summer Faire
Upper KS3/KS4	Healthy Me Maintaining physical health Sleep Risks and effects of using caffeine, smoking and alcohol	My Relationships Forming positive relationships Bullying and cyberbullying	One World What it means to be a British citizen Being a global citizen Our actions and responsibilities	Healthy Mind Attitudes to mental health Building resilience Social media and mental health Unhealthy coping strategies Healthy coping strategies	Healthy relationships Respectful Behaviours Consent Sexual Health Contraception Managing the end of a relationship	Healthy Budget The Economy: What influences my decisions? Making informed decisions Why do my decisions matter? Financial Risk

				Managing loss and grief.		
KS4	Healthy Me Maintaining physical health Explore: Attitudes and behaviours regarding drug use Legal consequences of drug use Short- and long-term effects of alcohol and cannabis Peer influence in relation to substance use	My Relationships Forming positive relationships Bullying and cyberbullying	One World What it means to be a British citizen Being a global citizen Our actions and responsibilities	Healthy Mind Attitudes to mental health Building resilience Social media and mental health Unhealthy coping strategies Healthy coping strategies Managing loss and grief	Healthy relationships Respectful Behaviours Consent Sexual Health Contraception Managing the end of a relationship	Healthy Budget The Economy: What influences my decisions? Making informed decisions Why do my decisions matter? Financial Risk



PSHE Thematic Curriculum Map Year B

PSHE (Personal, Social, Health and Economic) education is a crucial part of a young person's education. It gives them access to critical information about themselves and the many facets of the diverse world around them. Our thematic spiral curriculum enables learners to develop an awareness of their own needs, how to develop and maintain healthy relationships and where they fit in to the wider world. At the same time each year pupils revisit a topic with age-appropriate materials which ensures that they gain a deeper understanding of the theme and allows for progression and retention of key skills and knowledge. The PSHE curriculum is split into the three key themes of Health and Wellbeing, Relationships and Living in the Wider World. Class teachers are supported to teach their class, this personal and delicate subject matter, creating a safe learning environment and secure base, utilising the relationships that they have built.

	Autumn 1 Healthy Lives	Autumn 2 Angels & Demons	Spring 1 Individuals & their Societies	Spring 2 Power of Nature	Summer 1 Myths & Legends	Summer 2 Mysteries & Adventures
	<u>Health and Well-being.</u>	<u>Relationships</u>	<u>Living in the Wider World</u>	<u>Health and Well-being</u>	<u>Living in the Wider World</u>	<u>Relationships</u>
KS2	Healthy Body - healthier eating habits - healthier eating choices and influences - plan a healthy meal - getting active - healthy lifestyles Drugs and Alcohol - safe use of medicines and	Healthy Relationships Puberty -physical changes -biological changes to males and females. - personal hygiene - emotions and feelings	Careers Chef Air Ambulance Dispatcher Circus Performer Customer Services Assistant Animal Keeper Carpenter Airline Pilot	Healthy Mind - mental health and keeping well - managing challenges and change - managing loss and bereavement - managing transitions	Healthy Budget - Where does money come from? - Ways to pay. - Reasons to borrow. - Spending decisions. - Advertising - Keeping track	My relationships - family and friends - fabulous friends - is this a good relationship - falling out - what is bullying? - stand up to bullying

	household products - smoking and alcohol					
Lower KS3	<p>Healthy Me</p> <ul style="list-style-type: none"> - making choices about diet and exercise - maintaining physical health <p>Drugs and Alcohol</p> <ul style="list-style-type: none"> - legal and illegal drugs - influences and pressure - drugs and alcohol in the media 	<p>Healthy Relationships</p> <p>Puberty</p> <ul style="list-style-type: none"> - recap and review - change and becoming independent - positive and healthy relationships - how a baby is made 	<p>Careers</p> <p>Chef</p> <p>Air Ambulance Dispatcher</p> <p>Circus Performer</p> <p>Customer Services Assistant</p> <p>Animal Keeper</p> <p>Carpenter</p> <p>Airline Pilot</p>	<p>Healthy Mind</p> <ul style="list-style-type: none"> - attitudes to mental health - promoting emotional well-being - digital resilience - unhealthy coping strategies - healthy coping strategies - change, loss and grief 	<p>Healthy Budget</p> <ul style="list-style-type: none"> - Looking after money - critical consumers - value for money and ethical spending - budgeting - money and emotional well-being - money and the wider world 	<p>My relationships</p> <ul style="list-style-type: none"> - stereotypes - extremism - challenging stereotypes - visual difference - discrimination, including homophobia
Upper KS3/KS4	<p>Healthy Me</p> <ul style="list-style-type: none"> - making choices about diet and exercise - maintaining physical health <p>Drugs and Alcohol</p>	<p>Healthy Relationships</p> <ul style="list-style-type: none"> - relationship values - influences on relationship expectations 	<p>Careers</p> <p>Flying Paramedic</p> <p>Education Officer</p> <p>Front of House Manager</p>	<p>Healthy Mind</p> <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>Healthy Budget</p> <p>Cyber crime</p> <ul style="list-style-type: none"> - causes of cyber crime - effects of cyber crime <p>Fraud</p>	<p>My Relationships</p> <ul style="list-style-type: none"> - valuing diversity - understanding and preventing extremism - radicalisation - challenging stereotypes - visual difference

	<ul style="list-style-type: none"> - understanding drugs - tobacco – risks and influences - alcohol and risk 	<ul style="list-style-type: none"> - sexual orientation and gender identity - consent – avoiding assumptions - introduction to contraception 	Event Administrator Dentist Fundraising Development Officer Forecourt Supervisor		<ul style="list-style-type: none"> - understanding fraud - Identity fraud and data protection Piracy - what’s the big deal? 	
KS4	Healthy Me <ul style="list-style-type: none"> - lifestyles and wellbeing - managing influences of lifestyle decisions - substance use and assessing risk - substance use and managing influence - help seeking and sources of support - managing influence 	Healthy Relationships <ul style="list-style-type: none"> - respectful relationship behaviours - freedom and capacity to consent - sexual health - contraception - managing the ending of relationships 	Careers Flying Paramedic Education Officer Front of House Manager Event Administrator Dentist Fundraising Development Officer Forecourt Supervisor	Healthy Mind <p>Mental health and emotional wellbeing, including body image and coping strategies</p>	Healthy Budget <ul style="list-style-type: none"> Cyber crime - causes of cyber crime - effects of cyber crime Fraud - understanding fraud - Identity fraud and data protection Piracy - what’s the big deal? 	My Relationships <ul style="list-style-type: none"> - valuing diversity - understanding and preventing extremism - radicalisation - challenging stereotypes visual difference

Appendix 2

	KS2	KS3	KS4
Relationship education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
PSHE- Health education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Science- reproduction education	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal	Must be taught – no right to withdrawal
Sex education (beyond the compulsory Health and Science aspects of the curriculum)	Schools can choose whether to teach this – parents can withdraw	Must be taught – parents can withdraw	Must be taught – parents can withdraw until three terms before a child's 16 th birthday



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			