



SHENFIELD HIGH SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY SEPTEMBER 2025

Ratified by the Governing Body on:	September 2025
Review due by:	September 2029

Aims

The aims of the Relationships and Sex Education (RSE) Policy are as follows:

- Provide a safe framework in which sensitive discussions can take place.
- Prepare students for adulthood and give them an understanding of sexual development and the importance of health and hygiene in their personal lives.
- To promote positive and emotional wellbeing.
- Help students develop feelings of self-respect, confidence and empathy.
- To prepare and support students in making informed and safe choices.
- Create a positive culture around issues of sexuality and relationships.
- To understand the laws of consent and to help them understand that they have the right to say no in any relationship.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To ensure students know where to access help and support if required.
- To ensure that the school's ethos and values are reflected in the teaching of RSE, and in particular to highlight our values of respect, responsibility and security as being essential to healthy relationships.

Statutory Requirements

As an Academy we provide RSE for all students as per Section 34 of the Children and Social Work Act 2017, and work with due regard to The Equalities Act 2010, being mindful of protected characteristics and the need to allow children and young people to make their own choices about their identity. We are required to teach RSE because:

From September 2020 the revised Department for Education Statutory Guidance states that all schools must deliver RSE in Secondary schools.

Policy development

This policy was developed in consultation with the key departments and areas of the school delivering PHSE, which are the Social Sciences Department, The Behaviour and Standards Team, including form tutors, and the Interventions Team. In addition, this policy has been through consultation with staff and students and parent/carers.

Definition

RSE is about the emotional social and cultural development of students and involves learning about healthy relationships and the dangers of unhealthy relationships. Students will also learn about sexuality and gender identification, sexual, emotional and mental health, healthy lifestyles, diversity and equality. It includes a combination of sharing information and exploring issues and values, and it is not about the promotion of sexual activity.

The school agrees that high quality RSE helps to create safe schools and communities in which children and young people can learn and develop healthy and positive behaviour for life. In addition, children and young people have a right to a good quality education as set out in the United Nations Convention on the rights of the child. We agree that children and young people want to be prepared for the physical and emotional changes they experience at puberty and that they want to learn about happy and positive relationships. In addition, the school strongly supports the requirement to promote and support wellbeing as set out in the Children's Act 2004 and also under the Education act 1996 to prepare children and young people for the challenges, opportunities and responsibilities of adult life.

This policy should be used in conjunction with our Teaching and learning, Equal Opportunities, Inclusion, SEN, Peer on Peer Abuse, Behaviour for Learning and our Safeguarding and Child Protection policies, including our policy on drugs and online safety.

The RSE **curriculum** is set out as per Appendix 1 and should be considered in conjunction with the Tutor/PHSE programme and the parts of the Science curriculum which focus on the biological factors associated with human reproduction.

We have developed the RSE curriculum taking into account age-appropriate needs of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that they are fully informed or are signposted to information that will enable them to make informed decisions about healthy relationships.

Delivery of RSE

RSE is delivered via the PSHE lessons, which take place fortnightly in KS3 and weekly in KS4 (Year 10 only). In addition, within that curriculum, there are 'stand-alone' sex education lessons delivered by specialist staff. Biological aspects of human reproduction are taught in the Science curriculum and other aspects inherent in loving stable relationships are included in PSHE in tutor time and assemblies.

Parent(s)/Carer(s) have the right to withdraw their child from the non-statutory/non-Science elements of sex education, and we have set out the processes of doing this in the section below. However, parent(s)/carer(s) should be mindful that our teaching of sex education focuses on giving young people the information they need to help them develop healthy nurturing relationships of all kinds, including family in respectful relationships, friendships, online safety and safety in intimate and sexual relationships. This includes knowing and understanding the laws of consent and wider discussion about relationships and consent, contraception and avoiding sexually transmitted diseases and understanding that pregnancy should be a choice within a loving and stable relationship.

These areas of learning are talked about within the context of family life, taking sure care to ensure there is no stigmatisation of young people based on their home circumstances. We define families as including single parent families, two parent families, parents of diverse sexuality, families headed by grandparents, adoptive parents, foster parents and carers and extended family structures, along with reflecting sensitively that students have different structures of support around them.

In addition, this policy works alongside our Safeguarding and Child Protection Policy and our Peer-on-Peer Abuse Policy with particular regard to non-tolerance of misogyny, inappropriate sexualised behaviour, sexist language/ bullying /harassment, and also alongside our Equalities agenda regards non tolerance of prejudice or discrimination regards race, ethnicity, and sexual identity and sexual orientation. There will be time set aside in the curriculum and our wider curriculum to readdress any misconceptions, and consequences set out clearly through our Behaviour for Learning policy if students are intolerant to one another or other people in our community in this regard.

Roles and responsibilities

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation, with responsibility for the policy's implementation being devolved to a member of SLT who line manages the Social Sciences department.

Staff

Staff are responsible for teaching both the RSE element of this policy and the science element of this policy from the science curriculum. Tutors are responsible for managing discussion frameworks of controlled PSHE topics, led by the pastoral team, through assemblies and provision of resources to consider. All staff are expected to deal with RSE in a sensitive way by modelling positive attitudes to our values of respect, responsibility, and security, and responding to the questions of individual students in an appropriate way, taking an unbiased and objective way.

Staff delivering RSE throughout the curriculum will have regular training to update them with the most current information, and this training will be delivered via our safeguarding and form tutor training programme.

On occasions we will use outside agencies with specific expertise to support our broad and balanced curriculum. Our safeguarding protocols will always be followed if outside visitors are brought into the school, or if children and young people are referred to such agencies.

Students

Students are expected to engage with the learning presented in RSE related lessons, form time and assemblies, and when discussing issues related to RSE, treat others with respect and sensitivity.

Parent(s)/Carer(s)

Parent(s) carer(s) are asked to inform the school if a child needs to talk further with staff about the issues raised in PHSE, Form time or Assemblies, if the child has not felt able to tell the school themselves. If safeguarding matters are raised, then the school will follow the procedures documented in our Safeguarding policy.

Right to withdraw children/young people from sex education lessons

Parent(s)/carer(s) have the right to withdraw their children from the non-statutory/ non-science elements of sex education up until and two terms before their child is aged 16. After this point, if the young person wishes to receive sex education the legislation gives them the right to choose to attend appropriate lessons.

If the parent(s)/carer(s) wish to exercise their right of withdrawing their child from said lessons prior to two terms before being 16, a request should be put in writing using the form found in appendix 3 of the policy and address to the Headteacher or Deputy Headteachers. The request will be discussed with parent(s)/carer(s) and upon agreeing the request, pastoral and other staff will ensure that the student is appropriately placed to be able to study outside of the lesson for the lessons where sex education is taking place. Alternative work will be given to students who are withdrawing from sex education following this process.

Training

Staff are trained on the delivery of our curriculum as part of the work as tutors or from within the Social Science and Science Departments as part of their professional development. From time-to-time visitors from outside the school such as Brook Advisory Service, school nurses or other sexual health professionals will be invited to provide support and training to staff teaching RSE.

Monitoring the arrangements of the delivery of RSE is the responsibility of the Social Science Course Leader, the Team Leader Science, The Head of Year and the Senior Leadership Team. The monitoring is achieved through our performance management arrangements, including

SLT and team leader drop-ins and through a Top Form competition and SLT year team monitoring. Where RSE is delivered as part of the curriculum, student progress and development is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every four years or earlier if require and at each review the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

The overview of the delivered curriculum can be found in the curriculum area of the school website

Year 7 PSHE - Overview Plan for teaching in September 2025			
	Autumn Term (7 lessons)	Spring Term (5 or 6 lessons)	Summer Term (6 or 7 lessons)
Year 7 – One lesson per fortnight	<u>Relationships – Getting on with Others</u> <ol style="list-style-type: none"> 1. Friendship – who can I trust? 2. Bullying – causes, effects and solutions 3. How to get along with others 4. Being part of our school community – social media 5. Being part of a wider community – being safe/ respectful online 	<u>My Health</u> <ol style="list-style-type: none"> 1. Teeth, eyes, skin, hearing 2. Sleep health 3. Healthy eating choices 4. Emotional wellbeing 5. Puberty and menstruation 6. Personal hygiene 7. Importance of hobbies and being active for mental and physical well-being 	<u>Body Image and Identity</u> <ol style="list-style-type: none"> 1. The media, including social media on Body Image 2. Being beautiful 3. Young carers 4. Disability and difference 5. Cosmetic Surgery
Quick Quiz Assessment	QQ – End of entire unit	QQ – My own physical health	QQ – Disability and difference

Year 8 PSHE - Overview Plan for teaching in September 2025			
	Autumn Term (7 lessons)	Spring Term (5 or 6 lessons)	Summer Term (6 or 7 lessons)
Year 8 – One lesson per fortnight	<p><u>Relationships – Family</u></p> <ol style="list-style-type: none"> Types of family Parenting and children Marriage – laws, status, divorce, cohabitation Arranged marriage and cultural differences Importance of religious views for some people Challenges of bereavement – grief and stress Care system / adoption Traditional Vs modern views on family 	<p><u>Health – Substance safety</u></p> <ol style="list-style-type: none"> What is risk? Alcohol – the law, risks and safety Tobacco and vaping Dangers of prescribed drugs Illegal drugs – Talk to Frank website Drugs in sport Peer pressure and making choices 	<p><u>Politics and Community</u></p> <ol style="list-style-type: none"> Politics and Rule of Law British Values Equality Act 2010 Hate crimes, extremism, exploitation and radicalism How to effect change – i.e. protests
Quick Quiz Assessment	QQ – Families	QQ – Alcohol	QQ – Politics

Year 9 PSHE - Overview Plan for teaching in September 2025

	Autumn Term (7 lessons)	Spring Term (5 or 6 lessons)	Summer Term (6 or 7 lessons)
Year 9 – One lesson per fortnight	<p align="center"><u>Careers</u></p> <ol style="list-style-type: none"> 1. Decision making – Introduction to careers/ making decisions (for GCSE) 2. Careers research 3. Skills and qualities 4. Labour market information 5. Stereotypes in employment 6. Is work all about the salary 	<p align="center"><u>Relationships – SRE</u></p> <ol style="list-style-type: none"> 1. Consent and choice 2. How to stay safe in relationships and online relationships: Grooming 3. Relationships and emotions 4. Contraception 5. Conception and infertility 6. Pornography 	<p align="center"><u>Relationships – SRE</u></p> <ol style="list-style-type: none"> 1. STIs 2. Peer on peer abuse 3. Sextortion 4. Sexting and the law 5. Toxic masculinity – men’s mental health 6. Ai and deepfakes 7. FGM
Quick Quiz Assessment	Job study booklet (online research)	Entry quiz (what do you already know?)	Exit quiz (what do you know now?)

Year 10 PSHE - Overview Plan for teaching in September 2025 (1)

	Autumn 1	Autumn 2	Spring 1
Year 10 2 lessons per fortnight	<u>Money Management</u> 1. Personal budgets 2. Understanding pay slips 3. Tax 4. Budgeting 5. Wants and needs 6. Debt	<u>PSHE</u> 1. Anxiety and its causes 2. Depression and where to go for support 3. Eating disorders 4. Sexual orientation 5. Toxic masculinity: online spaces 6. Men's silent emergency	<u>Safety unit</u> 1. First aid 2. CPR 3. Recovery position 4. Substance safety revisited 5. Contraception revisited 6. Online harms revisited
Year 10 course is non-examined in the traditional sense Pupil engagement can be monitored through a live A2L grade			Money management course by HSBC

Year 10 PSHE - Overview Plan for teaching in September 2025 (2)

Spring 2	Summer 1	Summer 2
<p align="center"><u>Injustice unit and change</u></p> <ol style="list-style-type: none"> 1. Stephen Lawrence (5 lessons) 2. Sarah Everard (5 lessons) <p>This unit allows students to explore two case studies of injustice in the UK. It also allows students to examine how the police works and how they support the community.</p>	<p align="center"><u>Careers unit</u></p> <ol style="list-style-type: none"> 1. Debates about careers 2. Impression and body language 3. CV writing (multiple lessons) 4. Apprenticeships 5. Study skills and how they apply to work 6. Post 16-options 7. How to act in the workplace 8. Discrimination in the workplace <p>This unit also involves workshops, interview day and other careers related events.</p>	

In addition, there are a number of whole year group, small group and individual sessions and workshops that relate to Relationships and Sex Education throughout the year, aimed at different year groups and dependent on issues arising for that year group or via outside agency information.

Examples of workshops:

Children’s society with focus on healthy relationships and anti-exploitation – Y8 – Y10.

Power of Love – focus on healthy relationships looking at control and domestic abuse Y10 and Y11.

Risk Avert and the Goodman project – Y8 – identifying and working with young people who self-identify risk taking behaviours.

Body Image, Self-esteem, friendship. Anger Management – all workshops that are run according to need arising.

Individual difficulties in these areas are supported with strategies to help children/young people and their families deal with issues arising by the pastoral system, which is a group of staff known as the wellbeing interventions team, which includes each year group’s pastoral manager, the SEN team and a dedicated wellbeing team including specialist support for mental health issues. This includes a curriculum support unit known as the oasis and in school counselling and

specialist home school liaison where school refusal becomes an issue. There is also a specialist interventions team within SEN who address these issues from the needs of children with disabilities.

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

TOPIC	PUPILS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.⁸ 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including Next steps: friendships	<ol style="list-style-type: none"> 1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs. 5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict. 6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. 7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration. 8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power

	<p>dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.</p> <p>9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.</p> <p>10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.</p> <p>11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.</p> <p>12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.</p>
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TOPIC	PUPILS SHOULD KNOW
Online and media	<ol style="list-style-type: none"> 1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. 2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues. 3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online. 4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images. 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

	<p>6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.⁹</p> <p>7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.</p> <p>8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.</p> <p>9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.</p> <p>10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.</p> <p>11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.</p> <p>12. How information and data is generated, collected, shared and used online.</p> <p>13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).</p> <p>14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.</p> <p>15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.</p>
Being safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.</p> <p>2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.</p> <p>3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.</p> <p>4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.</p>

	<p>5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.</p> <p>6. That sexual harassment includes unsolicited sexual language / attention / touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.</p> <p>7. The concepts and laws relating to sexual violence, including rape and sexual assault.</p> <p>8. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.</p> <p>9. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.</p> <p>10. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.</p> <p>11. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.</p> <p>12. The concepts and laws relating to forced marriage.</p> <p>13. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.</p> <p>14. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.</p> <p>15. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.</p> <p>16. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.</p>
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TOPIC	PUPILS SHOULD KNOW
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Intimate and sexual relationships, including sexual health

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. 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.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

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			