Learning Community Trust

Relationships, Sex and Health Education (RSHE) policy

Approved Policy by	Standards Committee
Last reviewed	Autumn 2026
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Purpose and Scope

Relationships, sex and health education (RSHE) across the Learning Community Trust is rooted in our shared values and vision for developing compassionate, resilient, and inspirational young people. The RSHE curriculum aligns with the Trust's commitment to Respect for All, promoting equality, diversity, and inclusivity through open, sensitive discussion and the development of empathy and self-respect. As A Trust With Heart we place our young people's wellbeing at the centre, helping them understand their development in a caring, supportive environment.

In preparing young people for puberty and relationships, RSE encourages Coping With The Challenges of Life, fostering resilience and confidence to navigate an ever-changing world. Our approach supports young people to create positive attitudes towards their identity and relationships.

We work to ensure No Child is Left Behind, providing every young person with the understanding they need to achieve safe and healthy relationships, regardless of background or starting point.

The aims of relationships and sex education (RSHE) in our Trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare young people for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help young people develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach young people the correct vocabulary to describe themselves and their bodies

The Trust ensures that all RSHE content is carefully sequenced and age-appropriate, avoiding the introduction of explicit content before it is developmentally appropriate, in line with current DfE expectations."

Statutory requirements and links to other policies

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSHE to all students at our secondary academies.

We offer all pupils a curriculum that is aligned to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Learning Community Trust we teach RSHE as set out in this policy.

This policy should be used in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND (Special Educational Needs and Disabilities) Policy
- Online Safety or ICT Policy

Policy development

This policy has been developed in consultation with staff, young people and parents/carers.

The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each Academy/central Trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academies
4. Young people consultation – we investigated exactly what young people want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the Board of Trustees for ratification

Definition

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

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Curriculum

Our RSHE curriculum is set out as per the Appendix but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, young people and staff, taking into account the age, developmental stage, needs and feelings of our young people. If young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that all young people are fully informed and don't seek answers online.

We will proactively inform parents and carers about RSHE curriculum content. Curriculum resources and materials will also be shared on request.

Primary sex education will focus on:

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

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

Delivery of RSHE

- RSHE will be taught weekly during two tutor time periods, with the addition of a one hour extended tutor time every two weeks. Pupils will be taught by their form tutor, continuing to build a relationship of trust and mutual respect.
- Resources will be differentiated by form tutors to best fit the needs and context of their groups.
- Sex education will be taught in the first half of the spring term, once relationships between tutors and pupils is more embedded and pupils are more comfortable.

RSHE is delivered consistently across the Trust through a planned PSHE curriculum, supported by science and, where appropriate, RE. Individual academies contextualise delivery to meet the needs of their pupils while maintaining fidelity to the Trust's curriculum principles.

Across our secondary academies, RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of young people 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).
We will ensure teaching remains balanced and does not promote partisan political views or present contested opinions as fact, in line with statutory guidance on political impartiality.

Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of young people, including those with SEND, will relate to them
- Is sensitive to all young people's experiences
- During lessons, makes young people feel safe and supported
- Able to engage with the key messages

They will also:

- Make sure that young people learn about these topics in an environment that's appropriate for them, for example in:
- A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support young people in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our young people
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to young people's experiences and won't provoke distress

Use of external organisations and materials

Across our Trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality, and are appropriate in terms of safeguarding, accuracy, and educational value

We remain responsible for what is said to young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with young people's developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the Academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won’t**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Board of Trustees

The Trust Board has delegated the approval of this policy to Standards committee who approve the RSHE policy and hold the Executive to account for its implementation across the Trust.

Local governing bodies

Local governing bodies are responsible for holding the headteacher/Principal to account for its implementation at their school and reporting issues to the Education Director if they occur.

The headteacher/Principal

The headteacher/Principal is responsible for ensuring that RSHE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

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

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

All teachers with a tutor role will lead PSHE lessons to their tutor group. RSHE is led by Pippa Fletcher, who oversees the resourcing and quality assurance of all lessons.

Young People

Young People are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents’ right to withdraw

For primary-aged pupils, parents/carers do not have the right to withdraw their children from relationships education.

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

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

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

For secondary-aged students, parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the Academy will arrange this.

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

A copy of withdrawal requests will be placed in the young person's educational record. The headteacher/Principal will discuss the request with parents/carers and take appropriate action.
Alternative work will be given to young people who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE which is included in our continuing professional development calendar.

The headteacher/Principal will also invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of RSHE is monitored at Academy level through curriculum review, lesson visits, pupil voice, and safeguarding processes.

At Trust level, monitoring includes periodic reviews of curriculum implementation, safeguarding audits, and analysis of pupil data to ensure consistency and effectiveness across all academies

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

This policy will be reviewed by the Trust's Director of Education every 3 years. At every review, the policy will be approved by the resources committee

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PSHE Curriculum 2025-2026 A spiral curriculum created with reference to the PSHE association, CDI and Telford and Wrekin thematic priorities Thematic priorities - Telford and Wrekin Safeguarding Partnership.					
	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	Introduction: Ground rules, getting to know your form	Introduction: Ground rules, getting to know your form	Introduction: Ground rules, getting to know your form	Introduction: Ground rules, getting to know your form	Post 16 options
Week 2	Target setting and reviewing strengths L1, L2, L3, L9, L12	Aspirational goals for the future, careers and challenging expectations L1, L2, L3, L9	Working towards aspirations and setting meaningful goals L1, L2, L3, L9	Consider how strengths, interests, skills and qualities are changing and how they relate to future careers and development L2, L12, H1	
Week 3	We are all unique H1, L2	What do employers look for? L4	Transferable skills, abilities and interests. How do we demonstrate our strengths? R16, L4, L5, L6	Evaluation of our own strengths and areas for development L1, L3, H11	Employability skills
Week 4	Values and career choices L10	Routes into work L11, L12	Skills for decision making, GCSE choices and post 16 options L7	Effective budgets and saving options L16, L17	
Week 5	Equality of opportunity, challenging stereotypes and broadening horizons L10	Challenging pay stereotypes and discrimination L10	Employment rights and responsibilities L13	Managing debt L18, L19	Equality and diversity
Week 6	KS3 takeover day introduction and application writing	KS3 takeover day introduction and application writing	KS3 takeover day introduction and application writing	Employment sectors L4, L5, L7, L8, L21	
Week 7	KS3 takeover day introduction and	KS3 takeover day introduction and application writing	KS3 takeover day introduction and application writing	Introduction to work experience L9	Mental health and well being throughout life

	application writing				

Autumn term 2 – Anti-bullying and healthy relationships					
	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	Being a good friend R1, R2	Healthy and unhealthy friendships R1, R2	Positive healthy relationships, including family friends and on and offline R1, R2	Strong positive relationships R1	
Week 2 Anti bullying week	Recognise bullying and its impact R38	Recognise bullying and its impact R38	Recognise bullying and its impact R38	Recognise bullying and its impact R38	Changing thinking habits
Week 3	Responding to bullying R19, R39	Responding to bullying and developing self worth R19	Unacceptably language and behaviour on and offline including sexism, homophobia etc. R39	Equalities act. Own values, diversity and values L13, L15, R5, R9	
Week 4	Role of peers and supporting peer approval R15, R42, R43, R44	Influences on beliefs and decisions R44	Recognise passive, aggressive and assertive behaviour and communication R43	Communities, inclusion, respect and belonging	Managing stress and tension
Week 5	Living in a diverse society R3, R40	Recognise and challenge homophobia and bi-phobia R4, R39, R40	Gangs R42, R43, R45, R46, R47	Challenging discrimination, including online R34,	
Week 6	Challenging prejudice, discrimination and stereotypes R40	Recognise and challenge racism and religious discrimination R39, R40	Carrying knives R47	Recognising and responding to extremism L28, L29	Managing change, loss and grief
Week 7	Identity, rights and responsibilities R40	Gender identity – transphobia and gender based discrimination R39, R40	Influence R4, R40	Serious organised crime R35, R37, R38	

Spring term 1 – Relationships					
	Year 7	Year 8	Year 9	Year 10	Year 11

Week 1	Different types of relationships R1, R9, R10, R14, R36	Healthy relationships R2 , R10, R14	Healthy and unhealthy relationships R2, R9, R10, R14, R22	One to one relationships H26	
Week 2	Unhealthy relationships R2, R23	Gender stereotypes H3, R4, R11	Selfie obsession H4,	The legal status of marriage R4	
Week 3	Falling in love	Safer online relationships R13	Sexting R29, R30	Forced and arranged marriage R10, R33, RE year 10 term 1	
Week 4	Safer relationships online R17,	Inappropriate sexual behaviour	Consent R12, R24, R25,R26, R27	Parenting R25, R26	
Week 5	Recognising and challenging media stereotypes H3.	Sharing images R17, R29, R30	Safe sex H35, R32, R34	Pressure, persuasion R11, R18, R28, R29	
Week 6	Developing self worth H1	Consent R24, R25, R26, R27	STIs H36, R32	Revenge porn	

Spring term 2 – Health and well-being					
	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	Puberty and emotions H34	Introduction to mental health H7,	Introduction to mental health H7	Signs of emotional/ mental ill health H5	
Week 2	What happens during puberty H34	Promoting health and well being H8, H9	Growth mindset	Managing adolescent challenges H2, H6, H7	
Week 3	What happens during puberty emotions H34	Mental health stigmas H7, H8	Sleep H15	Portrayal of mental health in the media	
Week 4	How to cope H6, H34	Unhealthy coping strategies H11	Stress H10, H7, H2	Reframing negative H7, H8, H9	
Week 5	Managing conflict H5,	Self harm and eating disorders H11,	Vaping H11	Accessing support H7, H9	

Week 6	Personal hygiene H20	Promoting healthy coping strategies H10, H13, H14, H16	Healthy lifestyles H17, H18, H19	Promoting mental health and emotional wellbeing H11, H12, H13, H14	[redacted]
Week 7	Unwanted contact R24	Helping others H12,	Fair and equal opportunities	Challenging stigma and stereotypes	

Summer term 1 – Wider world					
	Year 7	Year 8	Year 9	Year 10	Year 11
Week 1	How can we budget our money L15	The rule of law	Democracy and freedom	British values	[redacted]
Week 2	Creating a personal budget L15 , L17	Youth crime	Conflicting rights L26	The rule of law	
Week 3	Savings, loans and interest L15	Youth and adult offenders	How free should the press be?	UK government and politics	
Week 4	Financial transactions L16	Online safety H30, L24	Who's watching you?	Devolution	
Week 5	Financial products L16	Establish clear boundaries and personal values around aspects of life they want to remain private H31, L24	The freedom to protest	Democratic system	
Week 6	Shopping ethically L18	Recognising social and moral dilemmas about the use of money L18	The right to education	Balancing the budget	
Week 7	Shopping ethically L18	Recognise financial exploitation eg drug money and online scams L19	Extremism L26	Critically assessing bias, reliability and accutracy in digital content L28	

Summer term 2 – Health and wellbeing					
	Year 7	Year 8	Year 9	Year 10	Year 11

Week 1	Making first aid relevant H33	Peer pressure and influences H25	Peer pressure and influences H25	Consequences of substance use on mental and physical health, individually, in families and the wider community H19	[redacted]
Week 2	Making first aid relevant H33	Identifying risks H30	Identifying risks H30	Risk of drugs on future lifestyle H20	
Week 3	Dealing with accidents H33	FGM H22	FGM H22	Addiction H21, H22	
Week 4	Recovery position H33	Alcohol H24, H25, H26, H27, H28, H29	Alcohol H24, H25, H26, H27, H28, H29	Gambling H25	
Week 5	CPR H33,	Drugs H23, H24, H25, H27, H28, H29, R20	Drugs H23, H24, H25, H27, H28, H29, R20	STI H27, H28, H29	
Week 6	Choking H33	Gambling H32,	Gambling H32,	[redacted]	
Week 7	Safe behaviour R20	Safe behaviour R20	Safe behaviour R20	Safe behaviour Including CPR H23,	

Appendix 2: By the end of the primary phase (age 5-11) pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 • 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

TOPIC	PUPILS SHOULD KNOW
	• 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 adult • 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

Appendix 2: By the end of secondary phase (age 11-16) school pupils should know

TOPIC	PUPILS SHOULD 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/carers 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
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

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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 ACADEMY	
Agreed actions from discussion with parents/carers	