

Marjory Kinnon School

Relationships & Sex Education Policy

June 2023



Marjory Kinnon School - Relationships & Sex Education Policy

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1. What Is Sex & Relationships Education?

At Marjory Kinnon School we want to make sure that all pupils have the opportunity for happy fulfilling relationships of all kinds.

In the Primary Department of the school the main focus is on identifying positive relationships with friends and family. The RSE curriculum looks at what is necessary to build positive relationships such as kindness, consideration, respect, honesty, permissions and privacy. These traits are then extended by looking at them in context providing pupils the resources to identify negative relationships and how to stay safe, including online, while teaching them the tools to know what to do if they feel something isn't positive or safe.

In the Secondary Department of the school the focus is on further developing the content that was started in Primary. The pupils continue to look at relationships in the context of friends and family but start to look at additional types of relationships, including colleagues and committed relationships. RSE does not encourage early sexual relations but aims to teach pupils to delay sexual relations to have safe fulfilling relationships when it is appropriate. The curriculum focuses on developing pupils' understanding of the law regarding relationships and what is legal and appropriate for different types of relationships and at different ages. Pupils continue to work on positive character traits in an age appropriate way, helping them to develop self-respect, self-worth and self-identify. Pupils develop on their work in Primary on the role the internet has on relationships and how to safeguard themselves from negativity and inappropriate behaviours online.

At Marjory Kinnon School we thread our school values of kindness, perseverance, tolerance and respect through everything we do and RSE is no different. We strive to make sure that all our pupils are taught to respect the law on diversity to allow them to aspire to the school values and therefore we use context that includes families and relationships of all types, allowing all our pupils to be included and feel that RSE is applicable to them and their needs.

2. Policy Development

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

- Review – a Working Group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the Policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend meetings about the Policy.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the Policy was shared with governors and ratified.

3. The RSE Curriculum

RSE is taught as part of PSHE, the areas where RSE is taught within PSHE from Key Stage 1 to Key Stage 4 are attached as Appendix A.

We have designed the curriculum to take into account pupil developments throughout their time at Marjory Kinnon School and have made the curriculum age appropriate coinciding with these developmental milestones.

If pupils ask questions outside the scope of this Policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

4. Delivery of RSE

RSE outlined in Appendix A is delivered as part of the PSHE curriculum.

We aim to have this delivered by our teaching staff who have had training to deliver it in a sensitive but applicable way to pupils of differing needs.

For statutory sex education outlined in the science curriculum, our aim is that in Primary classes this is delivered by the class teacher and in Secondary this is delivered by a science specialist teacher.

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On occasions it may be necessary to adapt who delivers the content. Parents or carers of classes involved will be informed of any changes that do not match the standard outlined above.

Staff are responsible for making sure that RSE is taught in a sensitive way, making sure to model positive attitudes that meet the standards outlined in our school values. Staff are expected to adapt lessons to meet the needs of individual pupils while making sure that topics are still taught at appropriate times.

It is the responsibility of staff to make sure that any parental request to opt out, or a pupils request to opt in (when at the required age), from the non-statutory parts of RSE is processed according to procedure outlined in the 'Right to Withdraw' section of this Policy. It is also the responsibility of staff to follow any decision that has been agreed in relation to a parents' right to opt out or a pupil's right opt in.

Staff do not have the right to opt out of teaching RSE. If there are any concerns about the teaching of RSE these should be discussed with a member of the SLT.

RSE is monitored as part of PSHE to maintain standards and monitor delivery by the DHT Primary who is the school PSHE Subject Lead.

The Governing Body will approve the RSE Policy and hold the Headteacher to account for its implementation.

5. Legal Requirements

As a maintained Primary and Secondary school we must provide relationships education to all pupils as per Section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

We are also required to comply with the relevant requirements of the Equality Act of 2010 to ensure all of our pupils are not unlawfully discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation. The school may use provisions within the Equality Act to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

6. Inclusion for Pupils with SEND in RSE

As a special needs school, Marjory Kinnon School holds itself to the highest level of inclusion. It is the expectation of the school that:

- All lessons are adapted to pupils individual learning needs.
- Pupils are not taught content before the point outlined in the Appendix A, without prior agreement with parents and SLT.
- Content and concepts are taught to pupils at a developmentally appropriate time.
- All content meets the statutory requirements outlined by the Education Act of 1996.
- A pupil's specific needs are taken into account when granting parental right to be excused from sex education within the Secondary setting.

7. The Right to be excused from Sex Education

Relationships & Health Education (Primary) and Relationships, Sex & Health Education (Secondary) have been made compulsory for all pupils within maintained schools at the identified stages under Sections 34 and 35 of the Children & Social Work Act of 2017. We are therefore legally required to teach RSE to all pupils within Marjory Kinnon School.

Under Section 403 of the Education Act of 1996, we are required to follow guidance issued by the Secretary of State. This guidance outlines a parent or carer's right for a pupil to be excused from sex education delivered as part of statutory RSE. There is no right to be excused from any sex education outlined as part of the science national curriculum as this is statutory. Therefore, any agreement made to withdraw pupils from sex education within RSE will not withdraw them from sex education taught in science lessons.

There is no right to be withdrawn from any of the relationships content or health content of the RSE. Any request made to withdraw from relationships or health content would breach guidance issued under Sections 34 and 35 of the Children & Social Work Act of 2017 and cannot be accepted.

Primary

Parents have the right to withdraw their children from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the RSE Withdrawal Request Form found in Appendix B of this Policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher (or designated member of the SLT) will discuss the request with parents and take appropriate action.

When the right to withdraw application is accepted, the pupil will be separated from the others in class when non-scientific sex education content is to be taught and alternative work will be provided and facilitated through the use of available education staff within the school.

Secondary

Parents have the right to withdraw their children from the non-science components of sex education within RSE 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 school will arrange this.

Requests for withdrawal should be put in writing using the RSE Withdrawal Request Form found in Appendix B of this Policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher (or designated member of the SLT) will discuss the request with parents and take appropriate action.

If the right to withdrawal request is granted, the pupil will be separated from the others in class when non-scientific sex education content is to be taught and alternative work will be provided and facilitated through the use of available education staff within the school.

As outlined in the guidance by the Secretary of State, the Headteacher maintains the right to refuse or revoke the right to withdraw from non-scientific sex education in exceptional circumstances where it would impact the ability to support a pupil's specific needs. If there is a need to revoke the right to withdraw this would be discussed with parents or carers by the Headteacher (or designated member of the SLT).

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our Continuing Professional Development (CPD) 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 where it is identified as necessary or beneficial for CPD.

9. Policy Review

This Policy will be reviewed annually (or sooner if legislation changes) to assess its implementation and effectiveness.

Any review which includes change to the intent or meaning of the Policy, must include consultation with parents as outlined in guidance issued by the Secretary of State.

10. Policy Approval

Approved by: Delegated to the Teaching & Learning Committee (with approval reported at the Full Governing Body): June 2023

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Requirement	Document referenced in statutory guidance
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Document Name	Relationships & Sex Education Policy
Approved By	Delegated to Teaching & Learning Committee

Appendix A

RSE within the PSHE Curriculum (KS1 to KS4)

KS1 + KS2 Relationships Content	
Families & People Who Care For Me	
NL8, 12 RL2,14, 23 KS1C2U3L3 KS1C2U4L5-6 LKS2C2U4L2 UKS2C2U4L1-5 RSE UNIT	Pupils should know: <ul style="list-style-type: none"> • 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 for them. • 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/civil partnership 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	
NL4 RL7, 13, 25 KS1CUL1-5 KS1C2U4L1-4 LKS2C2U3L1 LKS2C2U5L1-4 RSE UNIT	Pupils should know: <ul style="list-style-type: none"> • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	
NL4, 8, 13, 15, RL1, 4, 8, 15, 24 KS1C1U4L1,L6 KS1C2U1L7 KS1C2U2L1-5 KS1C2U3L1-6 KS1C2U4L1-4 KS1C3U1L4,5,6 LKS2C1U5L6	Pupils should know: <ul style="list-style-type: none"> • 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. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness.

<p>LKS2C2U2L1-3 LKS2C2U3L1-4 LKS2C2U4L1-4 LKS2C2U5L1-3 LKS2C3U3L1</p> <p>UKS2C2U3L2,3</p> <p>RSE UNIT</p>	<ul style="list-style-type: none"> • 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.
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Online Relationships

<p>RL22</p> <p>KS1C1U5L6</p> <p>LKS2C1U6L1-4</p> <p>UKS2C2U4L5</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • The importance of self-respect and how this links to their own happiness • 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/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.
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Being Safe

<p>KS1C1U5L4 KS1C1U5L7</p> <p>LKS2C2U5L4</p> <p>RSE UNIT</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 who they do not know. • How to ask for advice or help for self and for others. To keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • Where to get advice from e.g. family, school and/or other sources.
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KS1 + KS2 Health & Wellbeing Content

Mental Wellbeing

<p>R L2, L14</p> <p>KS1C1U2L1-4 KS1C1U4L1-5 KS1C1U5L5, L6 KS1C2U1L1, L2 KS1C2U2L1</p> <p>LKS2C1U1L1, L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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<p>LKS2C1U2L1-3 LKS2C1U5L1, L3-5 LKS2C1U6L1 LKS2C2U1L3 LKS2C2U3L1-4 LKS2C3U2L1</p> <p>UKS2C1U1L1-3, L5 UKS2C1U2L2 UKS2C1U4L1-3 UKS2C2U1L3 UKS2C2U4L3</p>	<ul style="list-style-type: none"> • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
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Internet Safety & Harms

<p>KS1C1U5L6</p> <p>LKS2C1U6L1-6</p> <p>UKS2C1U5L6 UKS2C2U1L1 UKS2C2U4L5</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ▪ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. ▪ Why social media, some computer games and online gaming, for example, are age restricted. ▪ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ▪ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ▪ Where and how to report concerns and get support with issues online.
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Physical Health & Fitness

<p>KS1C1U1L4-6</p> <p>LKS2C1U2L1-3</p> <p>UKS2C1U1L1, L3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity).
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Healthy Eating	
KS1C1U1L1-3 KS1C1U2L3 LKS2C1U3L1-3 UKS2C1U2L1-3	Pupils should know: <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol & Tobacco	
UKS2C1U5L1-4 SRA UNIT	Pupils should know: <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & Prevention	
R11 KS1C1U2L1-3 KS1C1U5L1 KS1C1U2L4-6 LKS2C1U2L4 LKS2C1U7L2 UKS2C1U1L4, L6	Pupils should know: <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including visits to the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. • The facts and science relating to immunisation and vaccination
Basic First Aid	
LKS2C1U8L1-3 UKS2C1U5L5	Pupils should know: <ul style="list-style-type: none"> • Know how to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	
KS1C1U3L1-6 LKS2C1U7L1-2 UKS2C1U1L1-3 RSE UNIT	Pupils should know: <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
RSE UNIT - Relationships & Sex Education SRA UNIT - Substance Related Abuse N - Nursery R - Reception	KS1 - Key Stage 1 LKS2 - Lower Key Stage 2 UKS2 - Upper Key Stage 2

KS3 + KS4 Relationship Content	
Families & People Who Care for Me	
Y7C2U2L1-3 Y8C2U3L1, L2 Y10C2U1L2, L3 Y10C2U3L2 Y11C2U1L1	Pupils should know: <ul style="list-style-type: none"> • 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

Y11C2U3L1	<p>cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> • 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	
<p>Y7C1U2L2 Y7C2U1L1 Y7C2U3L1-2 Y7C2U4L1</p> <p>Y8C2U1L1, L2 Y8C2U2L1, L2 Y8C2U3L3 Y8C3U1L1-4</p> <p>Y9C2U1L1-2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.
Respectful Relationships, including Friendships cont.	
<p>Y10C2U1L4 Y10C2U2L1, L3 Y10C2U4L1-3 Y10C2U5L1, L2 Y10C3U2L1, L2</p> <p>Y11C1U1L1 Y11C2U1L1, L4</p>	<ul style="list-style-type: none"> • 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 & Media	
<p>Y8C2U2L1-3 Y8C3U2L1-4</p> <p>Y10C2U2L2 Y10C3U3L1, L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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	
<p>Y9C1U4L3 Y9C2U1L3 Y9C2U2L2</p> <p>Y10C2U4L2, L3</p> <p>Y11C2U1L3 Y11C2U1L3</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. How these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent. How and when consent can be withdrawn (in all contexts, including online).
Intimate & Sexual Relationships, including Sexual Health	
<p>Y7C2U2L2</p> <p>Y8C2U1L3, L4</p> <p>Y9C1U4L1-3 Y9C2U2L1</p> <p>Y10C2U3L1-3</p> <p>Y11C1U3L2 Y11C2U1L2-3, L5 Y11C2U2L1, L2 Y11C2U3L2</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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. • 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.

KS3 + KS4 Health & Wellbeing Content	
Mental Wellbeing	
Y7C1U1L1-3 Y7C1U2L1 Y8C1U1L1 Y9C1U1L1 Y10C1U1L1-7 Y10C2U1L1	Pupils should know: <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety & Harms	
Y7C2U3L2 Y7C3U2L1-3 Y9C1U2L1-2 Y10C3U3L1 Y11C1U2L1-2 Y11C2U1L1	Pupils should know: <ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health & Fitness	
Y9C1U1L1-3 Y9C1U3L2 Y9C3U4L1-3 Y10C1U1L2, L4 Y11C1U3L4	Pupils should know: <ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy Eating	
Y8C1U2L1-4 Y9C1U3L2	Pupils should know: <ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, Alcohol & Tobacco	
Y9C1U3L3, L4 Y11C1U1L1-3	Pupils should know: <ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link between drug use and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

	<ul style="list-style-type: none"> • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health & Prevention	
Y8C1U1L1 Y8C1U2L5 Y9C1U1L3 Y10C1U1L3 Y10C1U3L3 Y11C1U1L1 Y11C1U3L1	Pupils should know: <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First Aid	
Y10C1U2L1, L2 Y10C1U3L1, L2	Pupils should know: <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Changing Adolescent Body	
Y8C1U1L1-4	Pupils should know: <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females and the implications for emotional and physical health.
Y7 - Year 7 Y8 - Year 8 Y9 - Year 9 Y10 - Year 10 Y11 - Year 11	

Appendix B

RSE Withdrawal Request Form

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	