



Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base and Tree Acre
(Early Years Inclusion Hub)

PSHE / RSE Policy

September 2024

Relationships and Sex Education Policy

Caslon Primary Community School

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory requirements

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

Although we are not required to provide sex education, we do need to teach the elements of reproduction as contained in the science curriculum. The school leaders may use their professional judgement to include elements of sex education that they consider to be important for the pupils in the school's community.

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](#).

At Caslon Primary Community School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – Staff attended relevant training to gain all relevant information including relevant national and local guidance. Senior leaders discussed which elements were to be covered through the curriculum.
2. Staff consultation – all school staff were given the opportunity to look at the policy and resources and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire via Survey Monkey. They were invited to read and respond to the RSE and PHSE curriculum plans prior to the implementation of the curriculum in school.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through conducting specific lessons with those pupils in Year 4 – 6.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values without personal or religious bias.

RSE is not about the promotion of sexual activity but where it is taught, it provides an informative approach to the process.

RSE teaches children what healthy relationships look like and their responsibilities as part of maintaining them.

RSE teaches pupils how and where to get support and advice if they need it.

5. Curriculum

Our curriculum is set out to follow the 'Jigsaw PSHE' scheme of work but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, and pupils will learn about the body changes, life cycle of humans and puberty through science curriculum in Year 5 as well as looking at the development of a baby. In consultation with parents and considering the needs of individual cohorts of children, we have prepared a short course of lessons which provides more teaching on sexual elements. This is an optional part of our curriculum and will only be delivered if appropriate.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

- Consent

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

Elements of the RSE curriculum related to online behaviours and choices will be taught through the school's Computing programme.

These will include:

- 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

6. Delivery of RSE and PSHE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships

- Respectful relationships

- Online relationships (some elements taught through Computing curriculum)

- Being safe

The key concepts covered through our scheme of work are consistent across school each half term, the themes being:

Being me in the world

Celebrating differences

Dreams and goals

Healthy me

Relationships

Changing me

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

As well as RSE, PSHE is also taught. This is planned within the yearly overview and is covered within the curriculum for each year group. We follow the Caslon PSHE and RSE curriculum which is referred to a part of our weekly planning sessions.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

The progression of Jigsaw sessions is as follows:

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Learning eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to Curriculum and Standards Committee

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Monitoring progress

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

All teachers are responsible for the teaching of RSE in our school. There may be some lessons which are taught by visiting professionals or charity workers.

All teachers are responsible for the teaching of PSHE in our school.

All teachers have access to resources, planning and assessment on the PSHE association website.

7.4 Pupils

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

8. Parents' right to withdraw

Parents are encouraged to allow their children to take part in the sex education lessons as we consider it to be informative and better than pupils learn directly from the professional source of information than to hear other versions from their peers, online or other sources.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE, this constitutes only the lesson specifically teaching about sexual intercourse.

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

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

Parents are also informed of any sensitive subjects being covered the following week. They do not have the right to withdraw their children from these lessons, but they have the opportunity to look at materials we will be using and talking with their children beforehand or after the sessions.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

Puberty and sexual intercourse lessons are delivered with the school nurse in years 5 and 6.

PSHE/RSE lead attends all training offered from the PSHE association and feeds back to relevant teachers.

10. Monitoring arrangements

The delivery of RSE and PSHE is monitored by J Williams and then the senior leadership team through monitoring arrangements, including planning monitoring and work trawl on seesaw, tapestry and google classroom.

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

Weekly work is submitted to seesaw and tapestry. Resources are shared on google classroom.

At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map to show in detail what is covered in the relationship sessions to further support staff if needed

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<ul style="list-style-type: none"> • Relationships - who are my family, friends, people who can help me? • Being a good friend • How to say sorry • People who can help us • Listening to and working with others • Turn taking and sharing 	Challenging Homophobia In Early Years - Andrew Moffat
Year 1	<ul style="list-style-type: none"> • Good friendships • Happy families • Bullying – what is it? • Inside our underclothes is private • Acceptable and safe physical touch • Name external body parts of girls and boys • Keeping private parts private • Participation including turn taking/sharing/compromise • Equality of gender • Special people in our lives • Valuing different opinions and beliefs 	NSPCC Pantasaurus The Sexual Health Company – Growing up with Yasmin and Tom Challenging Homophobia In Primary School - Andrew Moffat Anti-Bullying Alliance

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 2	<ul style="list-style-type: none"> • My place in my community – family/school/faith/local • Responding to our own feelings and the feelings of others • Bullying • Gender stereotypes • Valuing of each unique individual • Acceptable and safe physical touch • Keeping secrets • Special people in my life • What makes us feel comfortable/uncomfortable, ‘uh-oh’ feelings • Who to ask for help when needed 	<p>NSPCC Pantasaurus</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>
Year 3	<ul style="list-style-type: none"> • Resolving conflict in relationships • Listening to and respecting views and opinions of others • Coping with a range of feelings in self and others • Different relationships – family, relatives, friends, acquaintances • Healthy relationship behaviours • Bullying • Coping with change – separation, divorce • Recognise and challenge stereotypes • Expressing their point of view/emotions/beliefs in a positive manner • Acceptable and safe physical contact – my body space • Secrets - good secrets and when to tell 	<p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4	<ul style="list-style-type: none"> • Maintaining healthy relationships – compromise and negotiation • Handling a wide range of feelings in a constructive manner • Unhealthy relationship behaviours • Bullying • Working in a team • Constructive challenge and positive opinion sharing • Changes in life – loss and bereavement • Recognise and challenge gender stereotypes • Puberty including periods and wet dreams • Acceptable physical contact • Roles of professionals in school and our community to keep us safe • Secrets and confidentiality. 	<p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 5	<ul style="list-style-type: none"> • Respecting and appreciating differences in people • Showing sensitivity towards others – constructive challenge • Managing intense emotions ‘in the moment’ • Bullying including online • Solving problems in our relationships in a healthy manner • Correct names for male and female reproductive parts • Understanding what constitutes discrimination and prejudice • Anti-social behaviour; impact on others and the law • Coping with change and transition – memories and feelings of grief • Diversity in identity; race, religion, gender, sexual orientation, nationality • Overcoming stereotypes • Valuing friendships with those who are different from us • Peer and media influences • Committed loving relationships • Marriage, civil partnership and cohabiting • Legal marriage and forced marriage • Signs of unhealthy relationships • Seeking help • Puberty • Male and female reproductive organs. • Acceptable touch • Consent for intimacy between adults • Secrets and confidentiality; threats and intimidation 	<p>NSPCC Making Sense of Relationships</p> <p>NSPCC Share Aware</p> <p>Tom’s Flower Pot</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6	<ul style="list-style-type: none"> • Showing care and sensitivity toward others • Impact of our feelings on behaviour • Prejudice-based bullying • Online bullying • Valuing differences and similarities between people including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability • Respecting the customs/values/beliefs of others • Right to privacy • Relationships including family, couples, marriage, civil partnership • Why relationships can change and/or come to an end • How couples show love to one another • Marriage, forced marriage and arranged marriage • Female Genital Mutilation • Revisit puberty and reproductive body parts • Consensual intercourse as part of a committed relationship • Acceptable touch in contexts of; different relationships, location, what kind of touch • Personal hygiene • Secrets – when to break confidentiality • Different types of grief • Transition to Secondary School • Seeking support and advice 	<p>NSPCC Making Sense of Relationships</p> <p>NSPCC Share Aware</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Public Health England – Riser Above</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>
Content reserved for exceptional circumstances. (Y6)	<ul style="list-style-type: none"> • Sexual intercourse • Contraception for male and female • Sexually transmitted diseases • Sexual intercourse and the law • Controlling behaviours 	<p>School Nurse to support</p>

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>