POLICY TITLE: Relationship, Sex and Health Education (RSHE)

STATUS: Statutory

DATE OF REVIEW: September 2025

Contents:

Overview

As of September 2020, RSHE education is compulsory in all state maintained secondary schools. At The Latimer Arts College, we are committed to delivering this education through a curriculum that is truly representative of our community and the needs of our students, so that they can effectively safeguard themselves as young adults.

Our curriculum shows due regard to protected characteristics and promotes tolerance, respect and compassion. We base skills taught in RSHE on our core values, student voice and staff feedback so that we remain in line with the ethos of our school and the needs of our students. In addition, our resources and teaching are considerate of diversity of belief, which may be based on culture, religion, sexual orientation or another factor. We do not tolerate discrimination or prejudice against any of the protected characteristics and create a safe learning environment to enable equal access for all students to RSHE.

Our curriculum is based on the PSHE Association's thematic model, which is mapped to the RSHE government guidance on what students should know before they leave secondary school (Appendix 2). Our resources reflect age appropriateness, local area data and the voice of our school community to ensure the delivery of the curriculum is current and effective.

1.   Aims

1.1   The aims of relationships, sex and health education (RSHE) at our School are to:

1.   Ensure that the school's RSHE curriculum is delivered effectively to all students in line with the school's ethos and values.

2.   Provide a framework in which sensitive discussions can take place.

3.   Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

4.   Support our students to develop the maturity, self-awareness and understanding of others, to be respectful citizens and to effectively identify risk.

5.   Enable our students to know appropriate facts and vocabulary about their bodies, puberty, sexual development, health and hygiene.

6.   Support The Latimer Arts College to fulfil its legal obligations.

2.   Statutory requirements

2.1   As a maintained secondary school we must provide RSHE to all students as per the Children and Social work act 2017.

2.2   In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

2.3   Statutory guidance set out by the Department for Education (DfE) in relation to RSHE replaces the Sex and Relationship Education guidance (2000). This guidance will be reviewed by the DfE three years from first required teaching (September 2020) and every three years after that point.

2.4   2020 RSHE guidance from the DfE states what schools **must** comply with when teaching Relationships Education, Relationships and Sex Education (RSHE) and Health Education. This guidance will inform our curriculum and some of our personal development curriculum.

2.5   Revised DfE statutory guidance states that from September 2025, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

2.6   Parents and carers will continue to have a right to request to withdraw their child from sex

education delivered as part of RSHE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

2.7 There is no right to withdraw from Relationships Education at primary or secondary as the DfE believes contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

2.8 **Documents that further inform the School's RSHE policy include:**

Keeping Children Safe in Education (statutory guidance)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/

Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Equality Act 2010 and schools
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

SEND code of practice: 0 to 25 years (statutory guidance)
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Alternative Provision (statutory guidance)
https://www.gov.uk/government/publications/alternative-provision

Mental Health and Behaviour in Schools (advice for schools)
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
https://www.equalityhumanrights.com/en/advice-and-guidance

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC)
https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published

National Citizen Service guidance for schools
https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges

3. Policy development

3.1 This Policy was developed to meet good practice recommendations from the DfE.

4.   Definition

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

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

4.3   RSHE is not about the promotion of sexual activity.

4.4   Whilst RSHE promotes equality and respect for all groups, it does not compel students to assume beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

5.   Curriculum

5.1   Our curriculum is set out as per our [curriculum map](), but we may need to adapt it as and when necessary.

5.2   If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so that students are fully informed and do not seek answers online.

5.3   Our RSHE programme is an integral part of our whole school PSHE education provision and will cover all of the items set out by DfE RSHE Statutory Guidance including; Relationships and Sex Education and Physical Health and Mental Wellbeing. The curriculum will be mapped to the statutory guidance to ensure all topics students must know before they leave secondary school are covered. Additionally, the curriculum will be mapped to our school values and ethos to ensure that PSHRE is an integral part of The Latimer Arts College to enable our students to safeguard themselves effectively.

5.4   The curriculum, resources and staff training will be representative of the diverse nature of our student body so that all students feel included.

5.5   We will not teach aspects of protected characteristics solely as standalone units; we will ensure the entirety of our curriculum represents all the community that our School is comprised of.

6.   Delivery of RSHE

6.1   RSHE is taught within the personal, social, health, relationship, economic (PSHRE) education. The majority of RSHE curriculum will be taught in the PSHE lesson once per fortnight. Biological aspects of RSHE are taught within the science curriculum, and other aspects of RSHE are included in the wider curriculum of the school.   The school will continue to evaluate the wider curriculum to embed PSHRE teaching throughout all subjects.

6.2   Students may also additionally receive stand-alone sex education sessions delivered by a trained health professional from external agencies.

6.3   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

6.4   For more information about our RSHE curriculum, see Appendix 1.

6.5   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, LGBTQ+ 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).

6.6   Our RSHE programme will be planned and delivered fortnightly in our PSHE lessons. We deliver an RSHE curriculum, that focuses on the core skills and attributes that we believe our students need in order to safeguard themselves in the wider world. We use the DfE recommended PSHE Association (https://www.pshe-association.org.uk/) thematic curriculum map and learning outcomes that are mapped to the requirements of the RSE (2025) guidance requirements. In addition to this we also deliver the science based aspects of the RSHE curriculum in science lessons. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

6.7   High quality resources will support our RSHE provision and will be regularly reviewed by the PSHE lead. Where possible, we will use resources recommended by the PSHE Association and/or the DfE. Additionally, local data, student views and staff feedback will inform our lesson content and resources. All resources will be carefully planned with our students, community, British Values and the law in mind.

7.   Assessment

7.1   Assessment in RSHE will take the approach that personal attributes and skills, so central to RSHE education, are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a student's resilience, empathy or risk management with any real meaningfulness or confidence. However, students themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before. While it might not be written down and handed in for marking, such personal reflection in RSHE education lessons is essential, so ensuring students have time and space to reflect on this – either privately or through discussion – is a vital part of the assessment process. In addition to this, assessing effective teaching and learning in PSHRE education works best with, and should include, a combination of teacher questioning, student self-assessment and peer-assessment (PSHE Association, 2020).

7.2   To achieve an effective assessment model for our students, assessment points will be highlighted for teachers within the resources provided by the PSHE lead. Teachers will signpost students to confidence checkers before and after each lesson. The purpose of this is so that students can reflect on any new knowledge and information they have gained and have an opportunity to assess how confident they feel before and after a topic is delivered.

7.3   Effectiveness and assessment in RSHE will be reviewed each year by PSHE Lead.

8.   Safe and Effective Practice

8.1   By training staff effectively on the delivery of sensitive RSHE topics we provide a safe environment for students to contribute to RSHE teaching and learning that will have an impact on both their academic and non-academic outcomes.

8.2   At The Latimer Arts College we encourage staff and students to engage in the importance of RSHE and as a result, tackle the barriers to learning, raise aspirations and improve life chances, especially for our vulnerable and disadvantaged students.

9. Roles and responsibilities

9.1 The Governing Board

9.1.1 The governing body will approve the RSHE policy and hold the Principal to account for its implementation. The Principal will be responsible for communicating updates to the governors as to the developments of the curriculum in terms of design and delivery. The impact of PSHRE will be reported to governors as part of routine curriculum reporting.

9.2 The Principal

9.2.1 The Principal is responsible for ensuring that this Policy and the RSHE Curriculum is implemented consistently.

9.2.2 Under the leadership of the Principal, the Senior Leadership Team are responsible for ensuring that this Policy and the RSHE Curriculum are implemented consistently and fairly in the School and for managing requests to withdraw students from the sex education components of the RSHE Curriculum.

9.3 Staff

9.3.1 Staff are responsible for:

- Delivering RSHE in a sensitive and unbiased way
- Modelling positive attitudes to RSHE
- Modelling equality, diversity and inclusion
- Monitoring progress in RSHE as part of the standard internal baseline assessment systems for student performance
- Responding to the needs of individual students (e.g. those with special educational needs and disabilities)
- Responding appropriately to students whose parents or carers wish them to be withdrawn from components of RSHE
- Differentiating RSHE lessons to meet the academic and emotional needs of their students
- Preparing RSHE resources and PSHE lessons in accordance with the planned curriculum.

9.3.2 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 Principal.

9.3.3 The Latimer Arts College teaching staff will be supported on the delivery of RSHE as part of their continuing professional development. Specific departments (e.g. the science department) will additionally arrange internal training or awareness raising for their staff on wider curriculum inclusion of RSHE. Progress Leaders should work with the PSHE lead to ensure that that PSHE, diversity, inclusion, and aspects of RSHE is implemented into all areas of the curriculum. The Progress Leader for each department is responsible for this taking place.

9.4 Students

9.4.1 Students are expected to:

- engage fully in RSHE unless they have been withdrawn by a parent or carer following the correct channel set out in Section 2.6 of this policy

- when discussing issues related to RSHE, treat others with respect and sensitivity and follow ground rules set out by the school for a safe learning environment.

10. Parents' right to withdraw

10.1 Parents have the right to withdraw their children from the (non-statutory/non-science) 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 school will arrange this.

10.2 The sex education components of the RSHE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix 1 – DFE requirements. Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSHE Curriculum).

10.3 Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Principal at least one week prior to the date of the taught lesson.

10.4 A copy of withdrawal requests will be placed on the student's educational record. The Principal will discuss the request with parents and carers and take appropriate action. Requests will be granted unless exceptional circumstances exist.

10.5 The Principal or a member of the Senior Leadership Team should discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are clear, clarify the nature, purpose and intended benefits of the RSHE curriculum, explain the potential risks of withdrawing a child, including the social and emotional risks of being excluded and the possibility of hearing about sex education elements of the RSHE curriculum from other students, rather than a qualified adult.

10.6 These discussions should be noted, and withdrawal requests will be stored on the student's educational record.

10.7 Alternative relationships work will be provided for students who are withdrawn from sex education.

10.8 The process to request to withdraw students from the sex education components of the RSHE Curriculum is the same for SEND students. However, in exceptional circumstances the Principal or SENCO may want to take the specific needs of a SEND student into account when making this decision on the right to withdraw, and also attendance to certain areas of the curriculum.

11. Training

11.1 Videos and/or written resources will be signposted at the start of every term to support the delivery of that unit.

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

12. Monitoring arrangements

12.1 The delivery of RSHE is monitored by the Principal, the Senior Leadership Team and the PSHE Lead through:

- lesson observations
- learning walks
- the staff appraisal process and day to day management or communication with colleagues, students and parents or carers.

12.2 Students' development in RSHE will be monitored by class teachers as part of our internal assessment systems.

12.3   The curriculum will be monitored for its impact and relevance on a continual basis through:

- teacher feedback to the RSHE coordinator
- student opinion
- national and local data trends

12.4   This policy will be reviewed at least every three years, by the Principal, with oversight from the governing body.

13.   SEND Students and RSHE

13.1   The policy of The Latimer Arts College is that SEND students should follow the same RSHE programme as all other students.

13.2   When appropriate, and to ensure that the RSHE Curriculum is accessible for all students, teaching and content will be adapted to meet the needs of SEND students. Lesson adaptations will initially be conducted by the RSHE Co-ordinator and SEND team to ensure that resources are age appropriate and meet the needs of our community. Following this, form tutors will further adapt activities and resources, whenever needed, to ensure that they are accessible to all learners in their class, especially in regard to SEND and EAL students.

13.3   Adaptations will be made on a case by case basis, through collaboration between teaching staff, staff who specialise in SEND students in general or work closely with particular SEND students, and wider support systems as appropriate (e.g. parents or carers).

13.4   When delivering RSHE to SEND students, The Latimer Arts College will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood
- The additional vulnerability that SEND students can face, to exploitation, bullying and other issues
- The possibility that elements of RSHE may be particularly important for some SEND students, because of the nature of a condition or disability
- The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships. 2. How these relationships might contribute to wellbeing, and their importance for bringing up children. 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony. 4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children. 5. That forced marriage and marrying before the age of 18 are illegal.8 6. How families and relationships change over time, including through birth, death, separation and new relationships. 7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. 8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
Respectful relationships, including friendships	1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships. 2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal. 3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others. 4. What tolerance requires, including the importance of tolerance of other people's beliefs.

	5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
	6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
	7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.
	8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
	9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
	10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
	11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
	12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

TOPIC	STUDENTS SHOULD KNOW
Online and media	1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.

	3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
	4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
	5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.
	6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.9
	7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
	8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
	9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
	10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.

	11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
	12. How information and data is generated, collected, shared and used online.
	13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
	14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
	15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
	2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.
	3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
	4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should understand that in some situations a person might appear trustworthy but have harmful intentions.
	5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

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

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
	2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
	3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
	4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
	5. That some sexual behaviours can be harmful.
	6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decisionmaking.
	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
	8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma

	9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
	10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
	11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
	12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2: Parent and Carer Form: Request for withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Year Group	
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/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	