

# Relationships and sex education policy

Approved by:	[Katie Collings]	Date: [11/03/2021]
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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

At Myton, we aim to create a curriculum that challenges and inspires our students and encourages them to become aspirational young people. Our PSHE curriculum is used to facilitate an environment where students are able to master the skills which enable them to develop their own lines of enquiry; to reach reasoned and well-argued conclusions and to critically evaluate evidence being analytical in their approach.

As well as knowledge and information students will be encouraged to consider the importance of the following values, which are derived from the School's aims:

- Self-respect and respect for others
- understanding of and sensitivity towards the needs of others
- responsibility for their own actions
- responsibility to the School, their family and the wider community.

## 2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools. [Children and Social work act 2017](#) and the updated guidance for first teaching September 2020.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Myton we teach RSE as set out in this policy.

## 3. 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.

RSE is not about the promotion of sexual activity.

## 4. Curriculum

Our curriculum is set out as per Appendix 2 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.

### **Skills and abilities**

Students will be helped to develop the following skills:

- making and keeping relationships
- assertiveness
- decision-making
- recognising opportunities to develop a healthy lifestyle
- dangers of risk-taking behavior
- Personal reflection on own value structure

## **5. Delivery of RSE**

**(a) Sex education is jointly co-ordinated** by the PSHE Co-ordinator and the Pastoral Team, who are responsible for the overall planning, implementation and review of the programme.

**(b) Delivery** is through:

- (i) planned aspects within Science, PSHE, Religious studies and PE
- (ii) planned aspects within the Tutor/Pastoral Tutor programme and assemblies
- (iii) planned one-off events with visiting speakers/groups or specialists
- (iv) addressing moral issues which may arise from apparently unrelated topics in all National Curriculum subjects.

**(c) Teaching Approaches**

Various approaches are used to give students relevant information, to enable moral issues to be explored through discussion and to acquire appropriate skills. Details can be seen in the schemes of learning.

**(d) Pupil groupings**

Depending on the subject, students are taught in a range of groupings, including mixed ability, mixed gender groups, as well as ability sets and single gender groups.

**(e) Resources**

(i) A wide range of resources are available to teachers. They are also available for inspection by parents through the PSHE Co-ordinator.

(ii) Appropriately trained staff will be involved in teaching sex education including expert and experienced outside speakers approved by the School. Support will be offered through an in-service training programme.

**(f) Time available**

Sex Education forms part of the curriculum in every year group.

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

RSE 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

It also addresses matters of physical health and mental wellbeing, including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## 6. Specific matters

### (a) Family Life

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).

### (b) HIV/AIDS, Sexuality and Abortion

As part of the Sex education programme and GCSE RS issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values. They will be made aware of the difference between fact, opinion and religious belief.

### (c) Gender and Sexuality

Will be taught throughout KS3 and KS4 including; gender and sexualities, discrimination various groups face and the need for respect understanding and value when considering and discussing these genders and

sexualities. Support will be made available for any student who requires it by referring to the pastoral team.

#### **(d) Complaints Procedure**

Any complaints about the Sex education curriculum should be made using the School's Complaints Procedure (available from the School).

## **7. Confidentiality and advice**

Students will be made aware that no member of staff can promise confidentiality, and must understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all members of staff:

(i) Requests for advice on contraception - students may be referred to the appropriate section of the Sex education curriculum, but members of staff must not give advice on contraception to individual students. Students will be given advice about who to speak to for support; GP or practice nurse, community **contraceptive** clinics, genitourinary medicine (GUM) clinics, sexual health clinics (these offer **contraceptive** and STI testing services) and the appropriate local young people's services.

(ii) Disclosure of pregnancy - students who are in difficulty should know that they can talk to the school nurse or an adult in the School and that they will be supported.

Professional information and guidance will always be sought from a health professional.

The School will always encourage students to talk with their parents first

- students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, it will need to be checked and subsequent responsibility then lies with the parent(s).
- if students refuse to tell their parent(s) the teacher should encourage them to seek advice from a health professional.
- the member of staff should report the incident to the Head of Upper or Lower School, Head of Year and the Head Teacher who will consult with the health professional about informing the parent(s).

(iii) Disclosure of under-age pregnancy (under 16) or suspicion of possible abuse - the School's child protection procedures will be invoked (see relevant policy in Staff Handbook).

## **8. 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.

## **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.

## **7.4 Pupils**

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

# **9. Parents' right to withdraw**

Parents' have the right to withdraw their children from the non-statutory 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 form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

There is no right to withdraw from Relationships Education or Health Education

# **10. 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.

# **11. Monitoring arrangements**

The delivery of RSE is monitored by Katie Collings (HOD RS/PSHE) and Joe Lee (i/c PSHE) through the usual QA cycle and mechanisms for monitoring all aspects of the school curriculum: learning walks, lesson observations, student voice panels, work scrutinies etc.

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

This policy will be reviewed by Simon Jones (DHT). At every review, the policy will be approved by the governing board.

**MYTON SCHOOL, WARWICK****POLICY DEVELOPMENT CHECKLIST/IMPACT ASSESSMENT**

When developing or reviewing a policy, it is important to make sure that it will be fair, transparent, legal and consistently applied. This Checklist, to be used during the initial stages of the development or review of policies, provides a framework for Equality Impact Assessment to help in considering the intentions and outcomes of the policy and their impact in relation to equality, diversity and effectiveness. It is intended for the development of any policy, not just those that appear to have high relevance to equality and diversity issues.

Equality assessing new policies, services and practices will enable us to meet our legal obligations to both remove discrimination and actively promote equality and diversity in everything we do and equality will become an automatic consideration in how we develop and deliver School practices and services.

Completion of the Checklist does not need to be a difficult process but should raise some important questions in the development or review of policies. Once completed, the checklist should be attached to the Policy before it is submitted to Governors for final approval.

SECTION ONE - FRAMEWORK		
<b>Policy title:</b>	<b>SEX EDUCATION</b>	
<b>Type:</b>	<input checked="" type="checkbox"/> Statutory policy	<input type="checkbox"/> Non-statutory policy
	<input type="checkbox"/> New policy	<input checked="" type="checkbox"/> Existing policy due for review
<b>Date of last review:</b>		<b>Review Frequency:</b> every 3 yrs
<b>REVIEW due date:</b>	Summer 2016	
<b>Staff member responsible:</b>	Mr J Lee	
<b>Date reviewed:</b>	March 2021	
<b>CONSULTATION:</b>	<input type="checkbox"/> Staff      Date from:      Date ended:	
	<input type="checkbox"/> Students      Date from:      Date ended:	
	<input type="checkbox"/> Parents/carers      Date from:      Date ended:	
	<input type="checkbox"/> Trade Unions      Date from:      Date ended:	
<b>APPROVAL:</b>	Governors' Committee: F,P&E      Date of meeting: 03.12.19	
<b>IMPLEMENTATION:</b>	POL PROC updated:    x G drive    x T drive      03.12.19	
	<input type="checkbox"/> Announced in Staff Bulletin with hyperlink      Date:	
<b>Staff member responsible for monitoring:</b>	Mr J Lee	



## SECTION TWO –CONSULTATION

<b>Who are the main people/groups likely to be affected by this policy?</b>	This policy is applicable to all staff and students
<b>Does this policy have the potential to directly or indirectly discriminate against any particular group?</b> Indicate evidence (presumed or otherwise) against the relevant category below:	
<b>Race</b>	<b>NO</b>
<b>Disability</b>	<b>NO</b>
<b>Gender/transgender</b>	<b>NO</b>
<b>Sexual Orientation</b>	<b>NO</b>
<b>Religion/Belief</b>	<b>NO</b>
<b>Age i.e.</b> Older people (50+) or Young people (17 – 25) Children	<b>NO</b>
<b>Pregnancy/Maternity</b>	<b>NO</b>
<b>How have the needs of different equality groups of staff been taken into account in developing the policy</b> (e.g. consultations)?	The RS/PSHE department have/will receive training in order to deliver the programmes of study appropriately.
<b>How has the feedback from consultation been used to inform the policy?</b>	N/A
<b>What actions are going to be taken to reduce or eliminate any negative or adverse impact?</b>	Teacher training on delivery; Information about the programmes of study to be made available to parents via the school website.
<b>How does this policy promote equal opportunities?</b>	All students and staff are subject to this policy.

## SECTION THREE – IMPLEMENTATION

<b>How will the Policy be implemented?</b> <b>e.g.</b> - by whom - to whom - when - where - how	The SOL have been written and are reviewed yearly in order that they are up-to-date. The RS/PSHE department will deliver the programmes of study and students will be informed as to ways to seek extra help and guidance. The department is responsible for the delivery of Sex Education to all KS3/4 in line with the non-statutory guidance as part of curriculum, through assemblies and collapsed timetable.
<b>How will you ensure fair and consistent implementation of the policy?</b>	HOD RR/PSHE and teacher i/c of PSHE will monitor its implementation through regular classroom observations and learning walks. The implementation of this policy across the school will be monitored through the ongoing QA cycle that monitors the implementation of all teaching and learning policies.

	<p>Any breaches of this policy will be reported through Leadership Link line management and HoDs. In individual cases, in the first instance, teaching staff will be given a period of time to amend their practice in line with school policy, with further checks taking place within the month. When the breach of policy is a whole department, then the HoD will be expected to amend their departmental policy and practice, again with further checks taking place within a month.</p> <p>Further or ongoing breaches of this policy will be addressed through Performance Management. The QA Governors' Committee will be informed of any breaches of the policy discovered through the routine QA processes.</p>
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#### SECTION FOUR - MONITORING AND REVIEW

<b>Who is responsible for monitoring the policy?</b>	Mr J Lee (i/c PSHE)
<b>How will the impact of the policy be monitored?</b> (e.g. Learning Walk, Lesson Observation, Performance Management, other)	Learning Walks and Lesson Observations, students panels. Where breaches of policy implementation are found, these will be monitored through further, regular checks and PM.
<b>How frequently?</b>	Learning Walks are calendered termly, student panels yearly.
<b>What are the success criteria that will be monitored?</b>	Year group 'handrails' assessing values.
<b>What data and information will be used to monitor the policy?</b> <ul style="list-style-type: none"> <li>- to ensure it meets its aims</li> <li>- is consistently applied,</li> <li>- does not disadvantage any particular staff group</li> </ul>	Handrails LWs Lesson Observations Student Voice
<b>Who will produce this data?</b>	HOD
<b>By when?</b>	Summer Term of each year
<b>How will the data/information be made available?</b>	Shared with Department
<b>When will the policy next need to be reviewed and by who?</b>	Summer 2022 (i/c PSHE – Mr J Lee)

**As part of our Equality Impact Assessment duty, it is good practice to publish this Impact Assessment alongside the approved Policy.**

## Appendix 2: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 7	<p><b>Wellbeing, including;</b> diet, exercise, sleep, relationships with peers and Road safety. There will also be additional age appropriate lessons taught by specialists on the social and emotional aspects of Puberty, Gender and sexuality and Female genital mutilation.</p> <p>The ICT department covers staying safe online including, personal information, cyber bullying and privacy.</p>	All SOL and resources can be accessed via the class teacher or i/c PSHE on request.
Year 8	<p><b>Influences and Motivation, including;</b> self-reflection dealing with disagreement, addiction, money, Tribal mentality, gangs, eating disorders and social media.</p>	
Year 9	<p><b>Adult choices, including;</b> drugs and sexual relationships, Gender and sexuality, the law, dating, respect, contraception, STIs.</p> <p>There will also be a specialist to teach first aid and CPR.</p>	
Year 10	<p><b>Personal Sovereignty, including;</b> Rape, domestic abuse and healthy relationships, sexual abuse, porn, county lines, gangs and road safety.</p>	
Year 11	<p>A reactive and responsive curriculum, through a programme of stop the clock events, which reviews the elements of the SRE curriculum, according to needs identified and local issues that arise. In addition, there is a programme that prepares students for their next steps, post-16,. E.G. CV writing, practice interviews, college and sixth form applications, etc.</p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 12 and 13	<b>Taking responsibility, including:</b> Self-concept, mental health and emotional wellbeing, healthy lifestyles, managing risk and personal safety, sexual health, Drugs, alcohol and tobacco, relationship values, forming and maintaining respectful relationships, consent, contraception and parenthood, bullying, abuse and discrimination, choices and pathways, work and career, employment rights and responsibilities, financial choices, media literacy and digital resilience.	

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary</li> <li>• that happiness is linked to being connected to others</li> <li>• how to recognise the early signs of mental wellbeing concerns</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> <li>• 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</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</li> <li>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 cardio-vascular ill-health</li> <li>about the science relating to blood, organ and stem cell donation</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• 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</li> <li>• the law relating to the supply and possession of illegal substances</li> <li>• the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</li> <li>• the physical and psychological consequences of addiction, including alcohol dependency</li> <li>• awareness of the dangers of drugs which are prescribed but still present serious health risks</li> <li>• 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</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist</li> <li>• (late secondary) the benefits of regular self-examination and screening</li> <li>• the facts and science relating to immunisation and vaccination</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• basic treatment for common injuries</li> <li>• life-saving skills, including how to administer CPR <a href="#">[footnote 2]</a></li> <li>• the purpose of defibrillators and when one might be needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health</li> </ul>

### 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	