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Relationships, Sex & Health Education

Policy Folder: Safeguarding

Huddersfield Grammar School



1. Introduction and aims

Schools play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment.

Scope

This policy applies to all students, including those in the Early Years.

Purpose

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) and Health Education supports our school ethos and fulfils our school aims, which are defined as:

- Address the new mandatory teaching of Relationships Education and a Relationships and Sex Education (RSE) policy which is required in all schools from Summer 2021.
- Align with the statutory July 2025 RSHE guidance, which comes into full effect on 1 September 2026.
- Ensure RSHE is inclusive, age-appropriate, and supports safeguarding and wellbeing.
- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE.
- Enable parents and carers to support their children in learning about RSE.
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils.

Set out how the school meets legal requirements in respect of RSE:

- Duty to promote wellbeing (Children Act 2004)
- Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006).
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006).
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006).
- Teach statutory RSE elements in the Science National Curriculum.
- Have an up-to-date policy developed in consultation with parents, staff and governors (Education Act 1996).
- Meet the school's safeguarding obligations.
- Make the policy available to pupils and parents (Education Act 1996).
- Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996).
- Take account of the DFE guidance on RSE (2019).
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).



1. This policy forms part of the curriculum.
2. We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
3. A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

Aims

The aims of RSE at our school are to:

4. Provide a framework in which sensitive discussions can take place.
 5. Prepare students for puberty, give them an understanding of sexual development and the importance of health and hygiene.
 6. Help students develop feelings of self-respect, confidence and empathy.
 7. Create a positive culture around sexuality and relationships.
 8. Teach students the correct vocabulary to describe themselves and their bodies.
 9. Help students understand that healthy relationships are an important part of wellbeing.
- 1.10 Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

2. **Statutory requirements**

Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).



Our policy also follows the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

1. As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

2. As a Secondary school, we must ensure that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph 9, in accordance with section 34 of Children and Social Work Act 2017 and the Independent School Standards, and with regard to guidance outlined in section 403 of the Education Act 1996.

At Huddersfield Grammar School, we teach RSE as set out in this policy.

3. Policy development

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

- Review – The PSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and aligned with the Independent School Regulations. The school curriculum plans were amended accordingly.
- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and offer commentary.

The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view



all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.

- Student consultation – students were consulted with about their RSE lessons through student voice surveys.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

4. **Definition**

1. RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
2. RSE involves a combination of sharing information and exploring issues and values.
3. RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5. **Curriculum**

1. Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
2. We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
3. Primary sex education will focus on:
 - Preparing all students for the changes that adolescence brings; and
 - How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.



4. For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6. Delivery of RSE

Equality

The school, in its delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Responding to new risks or issues within the national or local context

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or new issues that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Our RSE is taught as part of our PSHEE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There are two lessons of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, trained health professionals, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g. social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

In Primary, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe



The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing schools from sharing materials with parents.

For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

In Seniors, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

1. Families
2. **Relationships**
3. **Respectful and Sex relationships**,
4. **Education (RSE) Policy** including friendships
5. Online and media
6. Being safe
7. Intimate and sexual relationships, including sexual health

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

1. For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

2. At Huddersfield Grammar School:

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).

The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

7. Roles and responsibilities

Staff & Governance

1. **PSHE Lead Teacher**



The person with responsibility for the overview and yearly evaluation of this policy is Liam Fitzpatrick (Head of PSHE Senior) and Linda Rhodes (Head of Preparatory PSHE). However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

2. The Headteacher

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

3. The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

4. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students; and
- Responding appropriately to students 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.



8. Students

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

1. Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department led by a SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Huddersfield Grammar School is mindful of preparing students for adulthood.

Huddersfield Grammar School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

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9. Parents' right to withdraw

1. If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

2. If parents require more information on RSE for secondary aged children, this is a useful information source of information for them:



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

3. 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 students who are withdrawn from sex education.

Parents of Senior students 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.

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

10. Training

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

2. The Headteacher will also invite, following a due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring and evaluation arrangements

1. Monitoring



The delivery of RSE is monitored by Smantha Basnett-Nash (Preparatory) and Olivia Wareham (Seniors) through regular learning walks, curriculum development and sharing of best practice.

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

11.3 Evaluation

The delivery of RSE is evaluated by:

12. Safeguarding

RSHE discussions can lead to increased safeguarding concerns being raised by pupils.

All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.

Confidentiality arrangements must be clearly explained to pupils prior to sessions.



Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

The timing of the curriculum is flexible to accommodate students' needs.

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
EYFS	Ongoing	<p>Children's Personal, Social and Emotional Development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>Three of the Areas of Learning (PSED; Physical Development; Understanding the World) enable Early Years children to work on similar themes set out in PSHE Primary Education (Health and Wellbeing; Relationships; Living in the Wider World).</p> <p>Relationships: Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.</p> <p>Children will have the opportunity to share, discuss and learn about the culture and heritage of themselves and others; diverse family dynamics; roles, responsibilities and equal opportunities in our community and society. Local Area Visits provide a platform to talk about the meaning of safe and unsafe relationships and social interactions.</p>	





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		Children also participate in Safer Internet Days to learn about how to stay safe online and sensible amounts of 'screen time'.	
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 1	Autumn 1 & 2	Health and Wellbeing including: Rules for keeping safe in familiar and unfamiliar situations. The correct names for the main parts of the body of boys and girls. Learn how to ask for help if worried about something.	PSHE Association
	Spring 1 & 2	Learn about privacy in different contexts. Healthy Relationships including: The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid. Learn about appropriate and inappropriate touch (PANTS). Different types of behaviour and how this can make others feel.	



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Year 2	Autumn 1 & 2	Health and Wellbeing including: Identify the physical similarities and differences between boys and girls and the correct names for the main parts of the body of boys and girls. Ways to stay safe online.	PSHE Association
	Spring 1 & 2	Where they go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts. Healthy Relationships including: Recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell. Secrets - no one (including adults) should ask them to keep a secret or surprise that makes them feel worried or uncomfortable. Identify whom they can go to in school if they are worried about a surprise or a secret. Learn about listening to others and playing cooperatively.	

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 3	Spring 1 & 2	Relationships including: Things that cause conflict between me and my friends What makes a positive, healthy relationship How to maintain good friendships The difference between acceptable and unacceptable physical contact and how to respond to it (PANTS) Similarities and differences Stereotypes Keeping safe online	PSHE Association NSPCC programme Growing up with Yasmin and Tom





Year 4	Spring 1 & 2	<p>Relationships including:</p> <p>What is your understanding of relationships</p> <p>What makes a positive, healthy relationship</p> <p>How to maintain good friendships</p> <p>Appropriate and inappropriate behaviour</p> <p>The difference between acceptable and unacceptable physical contact and how to respond to it (PANTS)</p> <p>Similarities and differences</p> <p>Solving disputes and conflicts</p> <p>Keeping safe online</p>	<p>PSHE Association NSPCC programme</p> <p>Internet Safety</p> <p>Premier League Primary Stars - Diversity</p>
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
Year 5	Autumn 1	Relationships including:	PSHE Association NSPCC programme
	Spring 1 & 2	<p>Growth and changing – puberty and human reproduction</p> <p>The difference between acceptable and unacceptable physical contact and how to respond to it (PANTS)</p> <p>Keeping safe online</p> <p>Respond to a wider range of feelings in others</p> <p>Types of relationship, marriage and civil partnerships</p> <p>Different forms of physical contact</p> <p>Discrimination, teasing, bullying and aggressive behaviour</p> <p>The right to privacy</p>	





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Year 6	Autumn 1	Relationships including: Changes during puberty, human reproduction, roles and responsibilities of parents and the right to protect our bodies Keeping safe online	PSHE Association NSPCC programme Positive and Healthy Relationships
	Spring 1 & 2	Feelings, empathy and recognising the emotions of others Friendships, families, couples and positive relationships Pressure and unhealthy relationships Committed loving relationships including civil partnerships Forced and arranged marriage Appropriate and inappropriate physical contact Privacy, sharing and personal boundaries	



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Year 7	Autumn	Relationships: 1. <i>Manage and maintain friendships including:</i>	Every Mind Matters - Dealing with Change
	Spring	how to identify, express and manage their emotions in a constructive way	Every Mind Matters - Bullying and Cyberbullying
		how to manage the challenges of moving to a new school how to establish and manage friendships	Childnet - Crossing the Line Something's Not Right
	Summer	2. <i>Diversity, prejudice and bullying including</i>	Freedom Charity - FGM and Forced Marriage FORWARD Medway Public Health Directorate
		identity, rights and responsibilities about living in a diverse society	Consent Medway Public Health Directorate Every Mind Matters - Forming Positive Relationships BBFC - Making Choices
		how to challenge prejudice, stereotypes and discrimination the signs and effects of all types of bullying, including online how to respond to bullying of any kind, including online how to support others	CEOP - Send me a pic? Commitment - what does it mean?
		3. <i>Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM including: how to recognise and respond to inappropriate and unwanted contact</i>	
		about FGM and how to access help and support	





		<p>4. <i>Building relationships</i> <i>Self-worth, romance and friendships (including online) and relationship boundaries including:</i> how to develop selfworth and self-efficacy</p> <p>about qualities and behaviours relating to different types of positive relationships</p> <p>how to recognise unhealthy relationships how to recognise and challenge media stereotypes how to evaluate expectations for romantic relationships about consent, and how to seek and assertively communicate consent</p>	
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			Something's Right	Not

YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
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		<p>in healthy relationships about gender identity and sexual orientation</p> <p>about forming new partnerships and developing relationships about the law in relation to consent</p> <p>that the legal and moral duty is with the seeker of consent how to effectively communicate about consent in relationships about the risks of 'sexting' and how to manage requests or pressure to send an image</p> <p>about basic forms of contraception, e.g. condom and pill</p>	
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
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Year 9	Spring	Relationships: 1. <i>Respectful relationships, Families and parenting, healthy relationships, conflict resolution, and relationship changes, including:</i>	Curious about Conflict
	Summer	<p>about different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering about positive relationships in the home and ways to reduce homelessness amongst young people</p> <p>about conflict and its causes in different contexts, e.g. with family and friends</p> <p>conflict resolution strategies</p> <p>how to manage relationship and family changes, including relationship breakdown, separation and divorce how to access support services</p> <p>2. <i>Intimate relationships Relationships hips and sex education including consent, contraception, the risks of STIs, and attitudes to pornography:</i> about readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</p>	Consent Medway Public Health Directorate Disrespect NoBody BBFC Making Choices NCA CEOP - Send me a pic? So mething's Not Right





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		<p>about myths and misconceptions relating to consent about the continuous right to withdraw consent and capacity to consent about STIs, effective use of condoms and negotiating safer sex about the consequences of unprotected sex, including pregnancy how the portrayal of relationships in the media and pornography might affect expectation how to assess and manage risks of sending, sharing or passing on sexual images</p> <p>how to secure personal information online</p>	
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
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		Act, diversity and values about how social media may distort, mis-represent or target information in order to influence beliefs and opinions how to manage conflicting views and misleading information how to safely challenge discrimination, including online how to recognise and respond to extremism and radicalisation	
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YEAR GROUP	TERM	TOPIC DETAIL	RESOURCES
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Year 11	Spring	Relationships: • <i>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, including:</i>	Consent Relationship Safety CEOP - Online Blackmail Working Out Relationships Something's Not Right
	Summer	about core values and emotions about gender identity, gender expression and sexual orientation how to communicate assertively how to communicate wants and needs how to handle unwanted attention, including online how to challenge harassment and stalking, including online about various forms of relationship abuse about unhealthy, exploitative and abusive relationships how to access support in abusive relationships and how to overcome challenges in seeking support • <i>Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships including:</i> about different types of families and changing family structures how to evaluate readiness for parenthood and positive parenting qualities about fertility, including how it varies and changes about pregnancy, birth and miscarriage about unplanned pregnancy options, including abortion about adoption and fostering how to manage change, loss, grief and bereavement about 'honour based' violence and forced marriage and how to safely access support	Family Life Freedom Charity - FGM and Forced Marriage Winston's Wish - Loss and Bereavement



13. Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ol style="list-style-type: none"> 1. That families are important for children growing up because they can give love, security and stability 2. 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 3. 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 4. 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 5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 4. 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 5. 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

TOPIC	STUDENTS SHOULD KNOW
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Respectful relationships	<ol style="list-style-type: none">1. 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 beliefs2. Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners3. The importance of self-respect and how this links to their own happiness4. 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 authority5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help6. What a stereotype is, and how stereotypes can be unfair, negative or destructive7. The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ol style="list-style-type: none">1. That people sometimes behave differently online, including by pretending to be someone they are not2. 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 anonymous3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met5. How information and data is shared and used online
Being safe	<ol style="list-style-type: none">1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)2. 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 safe3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know5. How to recognise and report feelings of being unsafe or feeling bad about any adult6. How to ask for advice or help for themselves or others, and to keep trying until they are heard7. How to report concerns or abuse, and the vocabulary and confidence needed to do so



	8. Where to get advice e.g. family, school and/or other sources
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14. Appendix 2: By the end of secondary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families	<ol style="list-style-type: none"> 1. That there are different types of committed, stable relationships 2. How these relationships might contribute to human happiness and their importance for bringing up children 3. 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 4. Why marriage is an important relationship choice for many couples and why it must be freely entered into 5. The characteristics and legal status of other types of long-term relationships 6. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting 7. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed





Respectful relationships, including friendships	<ol style="list-style-type: none"> 1. 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 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships 3. 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) 4. 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 5. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 6. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control 7. What constitutes sexual harassment and sexual violence and why these are always unacceptable 8. 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
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TOPIC	STUDENTS SHOULD KNOW
Online and media	<ol style="list-style-type: none"> 1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 2. 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 3. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them 4. What to do and where to get support to report material or manage issues online 5. The impact of viewing harmful content 6. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including





	<p>those created by children) is a criminal offence which carries severe penalties including jail</p> <p>7. How information and data is generated, collected, shared and used online</p>
Being safe	<ol style="list-style-type: none"> 1. 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 2. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW
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Intimate and sexual relationships, including sexual health	<ol style="list-style-type: none"> 1. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing 2. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women 3. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others 4. That they have a choice to delay sex or to enjoy intimacy without sex 5. The facts about the full range of contraceptive choices, efficacy and options available 6. The facts around pregnancy including miscarriage 7. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all
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	<p>options, including keeping the baby, adoption, abortion and where to get further help)</p> <ol style="list-style-type: none"> 8. 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 9. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment 10. How the use of alcohol and drugs can lead to risky sexual behaviour 11. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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Appendix 2: By the end of primary school, students should know:

Topic	Students should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties





	<ul style="list-style-type: none">• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult



	<ul style="list-style-type: none"> • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources
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Appendix 2: By the end of secondary school, students should know:

Topic	Students should know
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online





	<ul style="list-style-type: none">• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them• What to do and where to get support to report material or manage issues online• The impact of viewing harmful content• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail• How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation/extortion, abuse, grooming, coercion, harassment, assault including rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others• That they have a choice to delay sex or to enjoy intimacy without sex• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment



Appendix 2: By the end of primary school, students should know:

Topic	Students should know
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive





	<ul style="list-style-type: none">• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met• How information and data is shared and used online
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g., family, school and/or other sources

Appendix 2: By the end of secondary school, students should know:

Topic	Students should know
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships• How these relationships might contribute to human happiness and their importance for bringing up children• What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony• Why marriage is an important relationship choice for many couples and why it must be freely entered into• The characteristics and legal status of other types of long-term relationships• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting• How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed





Respectful relationships, including friendships	<ul style="list-style-type: none">• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship• Practical steps they can take in a range of different contexts to improve or support respectful relationships• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice)• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control• What constitutes sexual harassment and sexual violence and why these are always unacceptable• The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online media and	<ul style="list-style-type: none">• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online• About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them• What to do and where to get support to report material or manage issues online• The impact of viewing harmful content• That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail• How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none">• The concepts of, and laws relating to, sexual consent, sexual exploitation/extortion, abuse, grooming, coercion, harassment, assault including rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)





Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none">• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual and reproductive health and wellbeing• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others• That they have a choice to delay sex or to enjoy intimacy without sex• The facts about the full range of contraceptive choices, efficacy and options available• The facts around pregnancy including miscarriage• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment• How the use of alcohol and drugs can lead to risky sexual behaviour• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
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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			



Ownership and consultation	
Document Sponsor	Quality & Compliance Director
Document Author / Reviewer	Research & Policy Manager
Document application and publication	
England	Yes
Consultation February 2020	Consultation with the following: Regional Safeguarding Lead
Review – June 2022	Director of Education Regional Safeguarding Lead
Review - June 2025	Regional Safeguarding Lead
Audience	
Audience	All school staff
Document application and publication	
England	Yes
Version control	
Implementation date	December 2025
Review date	September 2028
Related documentation	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards

