



# The Royal School

*Wolverhampton*

## PSHE & RSE Policy

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# PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) POLICY

## Rationale

At The Royal School, PSHE plays a central role in equipping students to lead confident, healthy, and responsible lives—both as individuals and as members of a diverse society. Through dedicated lessons and a broad range of curricular and extracurricular activities, pupils develop the practical knowledge and skills needed to navigate the spiritual, moral, social, and cultural challenges they may encounter as they transition into adulthood.

PSHE provides students with regular opportunities to reflect on their personal development and life experiences. It supports them in forming and managing a variety of relationships, fostering mutual respect, and appreciating the diversity and differences within our community. The programme also nurtures students' emotional well-being and self-esteem, helping them to build resilience, take ownership of their learning, and make informed decisions about future education and career pathways.

PSHE is deeply embedded in both the academic and pastoral life of The Royal School. We strive to create an inclusive, respectful, and understanding environment that recognises the needs, attitudes, and beliefs of all community members. This positive school culture contributes to students feeling safe, valued, and supported—ultimately helping to raise academic standards and promote holistic development.

The curriculum is based on six key themes:

1. Rights, responsibilities, and British Values
2. Celebrating diversity and equality
3. Staying safe online and offline
4. Relationships and sex education
5. Health and wellbeing
6. Life Beyond school

At Key Stages 3 and 4, PSHE builds upon the foundation established in Key Stages 1 and 2, integrating pupils' own experiences with broader themes such as political awareness, the law, family dynamics, environmental issues, relationships, British Values, online safety, self-awareness, and media literacy. These topics are also explored in conjunction with the school's Life curriculum.

At Key Stage 5, PSHE shifts its focus towards preparation for adulthood, with emphasis on Relationships and Sex Education (RSE), UCAS and higher education applications, and life beyond compulsory education.

## Aims of the PSHE curriculum

The PSHE programme at The Royal School aims to equip pupils with the knowledge, skills, and values needed to lead healthy, confident, and responsible lives. It supports their personal development and prepares them for the opportunities and challenges of adult life. The programme seeks to:

- Support the full development of each pupil's interests, abilities, and potential, with additional provision for those facing disadvantage.
- Foster independent thinking, self-awareness, and a lifelong enjoyment of learning.
- Strengthen literacy, numeracy, and key life skills for academic and personal success.
- Promote self-respect, resilience, and a sense of personal responsibility.
- Prepare pupils to adapt to social, economic, and political change and future employment.
- Develop social skills for positive relationships and teamwork in all settings.
- Encourage active citizenship and understanding of roles in family, society, and the wider world.
- Instil respect for diversity and concern for the environment.
- Provide the tools to make informed, safe choices about health, relationships, and well-being.
- Build confidence to discuss sensitive issues in a respectful, inclusive environment.
- Promote mental, emotional, spiritual, moral, and cultural development.
- Encourage resilience and help-seeking behaviour, with clear pathways to support.

## The Context of the PSHE Curriculum

PSHE at The Royal School is delivered through a comprehensive, whole-school approach. It is formally timetabled during Wednesday tutor time and further embedded across various aspects of school life, including:

- **Cross-curricular integration** – Key PSHE themes are explored through other subjects across the curriculum (see cross-curricular mapping document).
- **Enrichment activities** – PSHE is reinforced through assemblies, visiting speakers, themed events, and dedicated awareness days.
- **Pastoral care and guidance** – The school's pastoral system plays a vital role in promoting pupils' personal development, well-being, and support.
- **Current Affairs** – A reactive curriculum based on what is happening in our school, locally, nationally and internationally based on current affairs.

## Cross-Curricular Links

PSHE at The Royal School is closely aligned with students' spiritual, moral, social, and cultural development, and it plays a key role in promoting and embedding the Fundamental British Values across the wider curriculum.

**Spiritual development** is encouraged through opportunities for pupils to explore their own beliefs and values, as well as those of others. Pupils are supported in developing respect for different faiths, feelings, and worldviews. The curriculum fosters curiosity about the world, encourages imaginative thinking, and enables students to reflect on their identity and place in the world through creative and reflective activities.

**Moral development** is supported through discussions about ethics, fairness, and justice. Pupils are encouraged to consider different perspectives on right and wrong and how these align with their personal values. They learn about the importance of respecting the rule of law, understanding the consequences of their actions, and forming reasoned, respectful opinions on moral issues. These conversations promote thoughtful decision-making and a strong sense of personal responsibility.

**Social development** is enhanced through collaborative learning experiences and meaningful engagement with Fundamental British Values. Pupils work together to solve problems, share ideas, and develop teamwork skills. They are also encouraged to make connections between their learning and wider societal issues, helping them to understand their roles as active and responsible citizens.

**Cultural development** focuses on helping pupils appreciate how culture shapes identity, values, and worldviews. The curriculum promotes understanding, acceptance, and celebration of diversity, enabling students to develop respectful and inclusive attitudes toward others in a multicultural society.

Fundamental British Values are embedded throughout the PSHE curriculum. Key units such as *Celebrating Diversity and Equality* and *Rights, Responsibilities, and British Values* provide structured opportunities to explore democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different beliefs. For example, pupils examine individual liberty through real-world contexts such as trade unionism and public health decisions, including vaccination. These topics not only develop knowledge but also support students in becoming informed, tolerant, and active members of society.

## PSHE Through Other Subject Areas

Many aspects of the PSHE curriculum are reinforced and extended through other subject areas, including Religious Studies. A wide range of subjects offer natural opportunities to embed PSHE themes and values into their programmes of study. Examples include:

- **English** – Enhances communication skills, critical thinking, and discussion of texts that explore personal, social, health, and relationship issues.
- **Mathematics** – Supports financial literacy and problem-solving relevant to everyday life.
- **Science** – Covers health education, drug awareness (including medicines), sex education, and personal safety.
- **Design & Technology / Food & Nutrition** – Explores health, hygiene, and safety, as well as ethical and environmental considerations in product design.
- **Computing** – Teaches digital literacy, safe online behaviour, data protection, and the social and ethical impact of technology.
- **Business & Economics** – Develops understanding of financial capability, consumer rights, ethical business practices, and employment legislation.
- **History** – Explores beliefs, values, and experiences from the past, including issues of diversity, democracy, and national identity.
- **Geography** – Investigates sustainable development, global cultures, and the skills needed to understand and communicate about the world.

- **Modern Foreign Languages** – Promotes cross-cultural understanding and communication through language learning, cultural studies, and exchange opportunities.
- **Art & Design** – Encourages respect for cultural and individual differences through the study of diverse artists and creative traditions.
- **Music** – Supports collaboration, self-expression, and appreciation of cultural diversity through performance and analysis.
- **Sports Studies / PE** – Reinforces physical and mental health education, including stress management, nutrition, and leading active lifestyles.
- **Psychology** – Explores mental health, types of mental illness, treatment options, and societal attitudes toward mental well-being.
- **Religious Studies** – Examines moral and ethical issues, as well as religious beliefs and values that shape personal and social decision-making.

This cross-curricular approach ensures that PSHE principles are embedded throughout students' learning experiences, helping to create a consistent, meaningful, and relevant understanding of the subject.

## Literacy & Numeracy in PSHE

Effective communication is a core skill in PSHE, and developing literacy is essential to enabling students to express their thoughts, values, and opinions clearly and respectfully. A shared understanding of key vocabulary is fundamental, particularly when discussing sensitive or complex issues. Students are encouraged to use precise, neutral, and non-offensive language, both when articulating their own viewpoints and when presenting evidence to support them. The use of subject-specific terminology is reinforced throughout the curriculum.

Every PSHE lesson introduces new vocabulary, which is highlighted on the lesson's objective slide and supported through their work booklets. This consistent focus on language helps students build confidence in expressing themselves accurately and thoughtfully across a range of topics.

Although numeracy plays a smaller role in PSHE, it is incorporated where relevant—such as when exploring financial literacy, data interpretation, or statistics related to health and well-being. These opportunities help pupils apply numerical understanding to real-life contexts, enhancing both their analytical and decision-making skills.

## PSHE Additional Activities

In addition to PSHE lessons, extra lessons and assemblies are scheduled based on the availability of external agencies. Topics covered in these sessions include Relationships and Sex Education (RSE), awareness of smoking, alcohol, and drugs, as well as personal well-being, careers, enterprise, and work-related learning.

Pupils also have access to a variety of services and activities that support their personal, social, health, and emotional well-being. These initiatives are designed to motivate and empower students, helping them reach their full potential both academically and personally.

## **Pastoral Care and Guidance**

The Royal School's pastoral system is organised into four houses: Balmoral, Buckingham, Sandringham, and Windsor. Each house consists of horizontal tutor groups spanning Years 7 to 13, fostering a sense of community and continuity.

Each house holds a weekly assembly, with many engaging in issues related to PSHE and current affairs. These sessions address contemporary issues such as fake news, ensuring that the content is relevant and reflective of the challenges students face in today's world.

Throughout the year, students actively participate in house competitions, which include sports, quizzes, and talent shows, promoting teamwork, school spirit, and personal growth.

At the end of the academic year, Prize Day celebrates pupils' achievements across all areas of the curriculum, recognising their hard work and success.

## **Delivery – Who and How?**

PSHE at The Royal School is delivered by both teaching staff and external specialists, ensuring a comprehensive approach. External experts, such as health professionals, police officers, fire brigades, politicians, magistrates, theatre groups, and Lancashire Young Peoples Services, contribute to enhancing the curriculum with their specialist knowledge and real-world experience.

Effective teaching in PSHE involves a range of active and engaging methods, ensuring that lessons are interactive and accessible to all students. Key strategies include:

- Using booklets to scaffold learning for all students
- Clearly outlining learning objectives and expectations.
- Using effective questioning techniques to encourage critical thinking.
- Establishing clear ground rules to promote a safe and respectful environment.
- Promoting collaborative work and teamwork
- Encouraging empathy by understanding diverse perspectives.
- Incorporating reflection, review, and evaluation of learning.
- Engaging students through role play and practical scenarios.
- Facilitating open discussions and debates on relevant topics.
- Encouraging participation through voting and decision-making activities.

Every effort is made to ensure that all pupils, regardless of ability, are actively included in every lesson. Teachers employ a range of flexible strategies to cater to diverse learning styles, ensuring an inclusive and supportive learning environment for all students.

## **Answering Difficult Questions**

Teachers are committed to delivering PSHE in a neutral and balanced manner, ensuring that their personal beliefs and attitudes do not influence the content or delivery of lessons.

No teacher or pupil will be required to answer personal questions, and everyone will be encouraged to participate in discussions at their comfort level. The focus will always be on creating a safe, respectful environment where students can ask questions without fear of judgment.

When addressing difficult or sensitive topics, teachers will explain terminology in a clear, factual, and appropriate way, ensuring that information is accurate and accessible to all students.

## **Assessment**

Assessment in PSHE will be integrated into classroom activities and tailored to the specific task or unit being studied.

For each unit, students will complete 10 knowledge-based questions in a work booklet, which will be used to assess their understanding and retention of the material. These assessments will be recorded in a progress tracking document to monitor student progress over time.

To promote active learning, these knowledge assessments will be self- or peer-assessed, giving students the opportunity to reflect on their own learning and gain insights from their peers. Additionally, challenge questions will be provided to extend students' thinking and deepen their understanding of the topic.

# RELATIONSHIPS & SEX EDUCATION POLICY

## 1. Aims

The aims of relationships and sex education (RSE) at The Royal 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
- To give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- Teach knowledge about safer sex and sexual health.
- To give young people the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

## 2. Statutory requirements

As a secondary Free school, we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 The Royal School 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 1 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.

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

## **5. Delivery of RSE**

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

Pupils 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

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

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).

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

The governing board will hold the Principal to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Data, Standards and Achievement Committee.

### **6.2 The Principal**

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

### **6.3 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 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 their Head of House or the subject lead.

## 6.4 Pupils

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

## 7. Parents' right to withdraw

In secondary education from September 2020:

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education. Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.

After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.' Where pupils are withdrawn from sex education, we will document the process and will 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## 8. Training

The Principal will invite visitors from outside the school, such as sexual health professionals, to provide support and training to staff teaching RSE. The PSHE subject leader and School Nurse will also provide further training and support to teachers upon request.

## 9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader and Heads of Houses through learning walks and observations in line with The Royal's Quality Assurance processes. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Vice Principal for Curriculum annually. At every review, the policy will be approved by the Governor's Data, Standards and Achievement Committee.

## Appendix 1: Curriculum map

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	Life Beyond School	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Rights, Responsibilities & British Values	Life Beyond School	Life Beyond School	Life Beyond School
Autumn 2	Rights, Responsibilities &	Relationships and Sex Education	Relationships and Sex Education	Celebrating Diversity & Equality	Relationships and Sex Education	Rights, Responsibilities &	Life Beyond School

	British Values					British Values	
<b>Spring 1</b>	Celebrating Diversity & Equality	Celebrating Diversity & Equality	Relationships and Sex Education	Relationships and Sex Education	Health and Wellbeing	Health and Wellbeing & RSE	Rights, Responsibilities & British Values
<b>Spring 2</b>	Relationships and Sex Education	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Staying Safe Online and Offline	Celebrating Diversity & Equality
<b>Summer 1</b>	Staying Safe Online and Offline	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	GCSE/BTEC exams followed by A level bridging work	UCAS	Preparation for A level/BTEC exams followed by University bridging work
<b>Summer 2</b>	Health and Wellbeing	Life Beyond School	Life Beyond School	Life Beyond School	GCSE/BTEC exams followed by A level bridging work	Celebrating Diversity & Equality	A level/BTEC exams followed by University bridging work

RSE is a vital component of the PSHE curriculum, playing a key role in helping students develop the personal skills necessary to form and maintain positive, healthy relationships. It empowers young people to make informed, responsible decisions about their health and well-being. Through RSE, students are supported in cultivating positive attitudes and beliefs about sex, sexuality, relationships, and emotions.

RSE is delivered through a spiral curriculum, which revisits key topics at increasing levels of depth as students progress through the year groups. This approach ensures that content is tailored to the students' age and maturity, providing a thorough, age-appropriate understanding. The topics covered align with the statutory Health Education Guidance for Relationships, Sex, and Health Education (RSHE) 2020, ensuring comprehensive coverage of essential themes.

### **Year 7 – Friendships, Respect, and Relationships**

This unit focuses on consent, personal space, and boundaries, explaining their importance as students grow. It also explores the different types of relationships young people have and the qualities of healthy friendships. Students will learn to identify unhealthy friendships and how to manage relationships, including dealing with pressures and influences within them.

### **Year 8 – Identity, Relationships, and Sex Education**

This unit introduces the fundamentals of RSE, starting with what makes a healthy relationship. Students learn about the menstrual cycle, menstrual products, and common menstrual issues like PCOS and endometriosis. The unit concludes with an introduction to contraception and sexual orientation.

### **Year 9 – Sex, the Law, and Consent**

Year 9 focuses on understanding the law around sexual consent, sexual harassment, stalking, domestic abuse, and FGM. Students discuss delaying sexual activity, exploring the pressures that influence decisions, and examining the positive and negative reasons for engaging in sex. The unit concludes by exploring what a healthy, positive relationship looks like.

### **Year 9 – Contraception and STIs**

In this unit, students learn about the biological aspects of male and female genitalia, followed by a detailed exploration of STIs. The unit covers different forms of contraception, how they work, and their pros and cons. It also discusses pregnancy, STIs, abortion, and various viewpoints, including religious perspectives. The unit concludes with an in-depth look at HIV and AIDS.

### **Year 10 – Risks, Relationships, and Sex Education**

This unit examines fertility, healthy pregnancy behaviors, and delaying sexual activity. Students explore the influence of pornography, the differences between porn and real life, and how exposure to pornography affects attitudes towards sex, relationships, and self-esteem. The unit also addresses sexual crimes, such as assault, rape, and sexting, and the impact of sexualisation in the media on mental health.

### **Year 11 – Sexual Health**

In Year 11, students focus on the importance of sexual health and the consequences of poor choices. The unit revisits contraception and STIs, delves deeper into respect within relationships, and explores teenage pregnancy and parenthood choices.

### **Year 12 – Health, wellbeing, and Relationships**

In Year 12, students focus on healthy and unhealthy behaviours including how to cope with stress, sleep, healthy eating, exercise, vaping, contraception, and healthy sexual behaviours.

## **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> </ul>

	<ul style="list-style-type: none"> <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>
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> </ul>

	<ul style="list-style-type: none"> <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>
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>

### 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	