



CRANFORD

SCHOOL

Whole School Relationship and Sex Education Policy

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1. Aims

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

- Provide a framework in which sensitive, age-appropriate discussions can take place.
- Prepare pupils for key personal and physical transition points as they grow up and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies. Help young people learn to respect themselves and others, and move with confidence from childhood, through adolescence to adulthood.
- The RSE policy aims to reinforce the school's values: confidence, generosity of spirit, happiness, motivation and challenge.

- Teach the content via a whole school approach, so contributions can be made by different curriculum areas, and so that teaching can be reinforced by the general ethos of the School in creating a supportive environment for all pupils.
- Encourage our pupils to consider personal relationships in the widest sense, including morals, the importance of marriage and family life.
- Promote positive health, well-being and resilience among our pupils to ensure they are able to form positive, healthy and mutual relationships with others.

Teach pupils to have zero tolerance towards negative behaviours and interactions such as misogyny, sexual or racial abuse.

All teaching delivered is sensitive and age-appropriate in approach and content, and ensures that careful consideration is given to the protected characteristics when planning and delivering lessons at different learning stages

Provide a framework in which sensitive discussions can take place

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

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an Independent School, we provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

Sections 406 and 407 of the Education Act 1996

Part 6, chapter 1 of the [Equality Act 2010](#)

The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Cranford School we teach RSE as set out in this policy.

This Policy has been prepared in compliance with and with regard to:

- *The Everyone's Invited website (2020)*
- [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021)
- Reports on sexual harassment and online sexual abuse of children and young people by [Women and Equalities Parliamentary Select Committee](#) (2016) and Girlguiding [girls' attitudes survey](#) (2016)
- the DfE's non-statutory framework guidance '[Character Education 2019](#)'.

3. Policy development

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

Review – a working group pulled together all relevant information including relevant national and local guidance and legislation to produce a draft version of the policy

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents/carers and any interested parties were given a copy of the draft policy and invited to attend a consultation meeting about the policy

Pupil consultation – pastoral staff investigated what exactly pupils want from their RSE, via the school council

Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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/carers, pupils and staff, and considered the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

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

6. Delivery of RSE

The Relationships and Sex Education units are in line with the whole School ethos and encourage the following values:

- Respect for self and others;
- Respect for difference;
- Responsibility for own actions;
- Regard for family life, friends and wider community;
- The rights of the individual;
- Equality.

Controversial topics may arise which depend upon the judgement of the teacher to decide whether subjects are suitable for class discussion following these guidelines:

- The teacher will establish a set of ground rules so that pupils are aware of parameters.
- If a question is too personal or explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
- Where discussions about sexual behaviour arise, the teacher will give attention to relevant issues using professional judgement.
- If a pupil needs further support, the teacher will refer them to a relevant party. Any concern about sexual abuse will be referred immediately to the Senior Assistant Head (DSL)

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

Important issues will be revisited according to pupils' needs and their levels of maturity to allow for individual development.

Reception - Growing up: how we have changed since we were babies

Year 1 - Boys' and girls' bodies; naming body parts

Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 - Puberty for boys and girls, and conception

Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Year 7: Puberty (physical & emotional changes) Male & female sex organs* Fertilization, pregnancy, development of the foetus* Birth* Reasons to have a baby

Year 8: Understanding Contraception HIV and AIDS Coercion and unhealthy/healthy relationships

Year 9: Sexually transmitted infections (STIs) and how they can be transmitted Clarify information about STIs Facts about the correct use of condoms The Law and Sex

Year 10: Sexuality and gender identity Differences STI's Contraception Alcohol and sex Coping with difficult/risky situations Abortion** Marriage** IVF Treatment* Consent and legality surrounding rape Pornography

Year 11: Teenage pregnancy Avoiding/dealing with risky situations & exploitation Portrayal of sex in the media Good sexual health.

* taught in Science ** taught in RS

Junior School:

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

Senior School:

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Inclusivity:

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages
- We will also:
 - Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

Use of resources:

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

8. Roles and responsibilities

The headmaster

The headmaster is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

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

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 headmaster.

Pupils

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

9. Parents' right to withdraw

In the Junior School, Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

In the Senior School Parents/carers have the right to withdraw their child from the [non-statutory/non-science] 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 headmaster.

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

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Kath Heard (Senior Assistant Head – DSL)

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

Reviewed – August 2024

Review Date – August 2025

Appendix 1: Curriculum map

Relationships and sex education curriculum map Junior School

Age Group	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Relationships	Changing Me
Ages 8-9	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: By the end of Junior School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: By the end of Senior School pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>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</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>
Intimate and sexual relationships, including sexual health	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>

SECONDARY PSHCEE EDUCATION: LONG TERM OVERVIEW

The order of delivery is subject to change.

	Autumn 1 Independence and aspirations	Autumn 2 Autonomy and advocacy	Spring 1 Choices and influences	Spring 2 Independence and aspirations	Summer 1 Autonomy and advocacy	Summer 2 Choices and influences
Year 7	Developing goal setting, organisation skills and self-awareness: <ul style="list-style-type: none"> • Personal identity and values • Learning skills and teamwork • Respect in school 	Developing empathy, compassion and communication: <ul style="list-style-type: none"> • Making and maintaining friendships • Identifying and challenging bullying • Communicating online 	Developing agency, strategies to manage influence and decision making: <ul style="list-style-type: none"> • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep 	Developing self-confidence and self-worth: <ul style="list-style-type: none"> • Puberty and managing change • Body satisfaction and self-concept 	Developing assertive communication, risk management and support-seeking skills: <ul style="list-style-type: none"> • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage 	Developing agency and decision making skills: <ul style="list-style-type: none"> • Drugs, alcohol and tobacco • Safety and first aid
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: <ul style="list-style-type: none"> • Managing online presence • Digital and media literacy 	Developing respect for beliefs, values and opinions and advocacy skills: <ul style="list-style-type: none"> • Stereotypes, prejudice and discrimination • Promoting diversity and equality 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences 	Developing goal setting, motivation and self-awareness: <ul style="list-style-type: none"> • Aspirations for the future • Career choices • Identity and the world of work 	Developing communication and negotiation skills, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • ‘Sexting’ • Managing conflict 	Developing agency and strategies to manage influence and access support: <ul style="list-style-type: none"> • Maintaining positive mental health • Importance of physical activity

Year 9	Developing goal-setting, analytical skills and decision making: <ul style="list-style-type: none"> • GCSE options • Sources of careers advice • Employability 	Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication 	Developing empathy, compassion and strategies to access support: <ul style="list-style-type: none"> • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies 	Developing analytical skills and strategies to identify bias and manage influence: <ul style="list-style-type: none"> • Financial decisions • Saving and borrowing • Gambling, financial choices and debt 	Developing assertive communication, clarifying values and strategies to manage influence: <ul style="list-style-type: none"> • Healthy/unhealthy relationships • Consent • Relationships and sex in the media 	Developing decision making, risk management and support-seeking skills: <ul style="list-style-type: none"> • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • First aid
Year 10	Developing self-awareness, goal-setting, adaptability and organisation skills: <ul style="list-style-type: none"> • Managing transition to key stage 4 including learning skills • Managing mental health concerns 	Developing empathy and compassion, strategies to manage influence and assertive communication: <ul style="list-style-type: none"> • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment 	Developing agency and decision making, strategies to manage influence and access support: <ul style="list-style-type: none"> • First aid and life-saving • Personal safety • Online relationships 	Developing goal setting, leadership and presentation skills: <ul style="list-style-type: none"> • Skills for employment • Applying for employment • Online presence and reputation 	Developing respect for diversity, risk management and support-seeking skills: <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism 	Developing motivation, organisation, leadership and presentation skills: <ul style="list-style-type: none"> • Preparation for, and reflection on, work experience

Year 11	Developing resilience and risk management skills: <ul style="list-style-type: none"> • Money management • Fraud and cybercrime • Preparing for adult life 	Developing communication and negotiation skills, risk management and support-seeking skills: <ul style="list-style-type: none"> • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings 	Developing confidence, agency and support-seeking skills: <ul style="list-style-type: none"> • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation 	Developing empathy and compassion, clarifying values and support-seeking skills: <ul style="list-style-type: none"> • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss 	Developing confidence, self-worth, adaptability and decision making skills: <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals 	
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Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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