

LONSDALE



Relationship and sex education Policy

Agreed by SLT
Approved by
Next Review

October 2025
Claudia Thiele, Headteacher
October 2026

Contents

1. Aims	2
2. Statutory requirements.....	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum	4
6. Delivery of RSE	4
7. Roles and responsibilities	6
8. Parents' right to withdraw.....	6
9. Training/Staff Development.....	7
10. Monitoring arrangements	7
Appendix 1: Curriculum map	8
By the end of primary school pupils should know:	9
Appendix 2: Curriculum Content.....	16
By the end of secondary school pupils should know:	16
Appendix 3a: Parent form: withdrawal from sex education within RSE	22
Appendix 3b: Request Withdrawal Process.....	20

1. Aims

This policy covers our school's approach to Relationship and Sex Education, and has been written in consultation with staff, governors, pupils and parents.

The approach outlined in this policy enables pupils to learn and develop essential skills for adult life, and is in keeping with the school's values and ethos. RSE forms part of, and is delivered through, the wider PSHCE and Science curriculum.

We believe that Relationship and Sex Education are important to our pupils because:

- It enables our pupils to have the knowledge and skills to lead happy, healthy and safe lives, making informed decisions that are appropriate for the individual.
- The curriculum promotes a positive sense of self, mental health and wellbeing regardless of age, sex, religion, race, ethnicity, culture and disability.
- The policy enables the pupils to transfer scientific knowledge and apply it to their health and relationships, whilst promoting self-advocacy.

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

- Safeguard pupils by giving them an understanding of appropriate body boundaries and the law around consent for positive and appropriate relationships. This aspect of the policy and the curriculum will adhere to the school's safeguarding policy.
- Provide a framework of knowledge and skills 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
- To ensure pupils are able to understand what is meant by "sexual harassment" and recognise associated behaviours and language
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of health, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support pupils to understand themselves and their emotions to become equipped to manage the changing world

2. Statutory requirements

As a maintained school including primary and secondary aged pupils, we must provide relationships education to all primary pupils in recognition of section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education to primary pupils but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE in the primary curriculum, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We must provide RSE to all secondary aged pupils as per the Children and Social Work Act 2017.

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

We must also have regard to our 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 Lonsdale School, we teach RSE as set out in this policy.

3. Policy development

This policy was developed in consultation with staff, pupils and parents.

The consultation and policy development process involved the following steps:

1. Review – a member of staff and working group pulled together all relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any other interested parties were invited to attend a meeting about the policy and make their views known
4. Pupil consultation – we investigated what exactly pupils want from their RSHE curriculum
5. Research - this included statutory government guidance ([DfE Sex Education, Relationship and Health Education Policy](#)), information provided by The Key and Herts for Learning (HfL). Consideration was also given to Lonsdale's existing policies.¹
6. After consideration of the views from all stakeholders –
 - a. A draft policy was developed using The Key RSHE model policy format
 - b. Shared with SLT
 - c. Shared with Governors
7. Policy ratification

4. Definition

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

¹ Policies include - Safeguarding, Child Protection, Well-Being, On-line Safety. All to be found in the network staff shared area.

EYFS & Primary

We will continue to teach the facts of human conception in our upper KS2 curriculum where appropriate. Further 'Sex Education' is not delivered in relationships education. However, we do provide a context for complementing the factual approach in Science to enable pupils to explore and manage their feelings about their Science learning. Pupils will also learn about body boundaries and consent with regard to daily interactions such as personal space and personal care also with regards to changes to the body and entering puberty.

Secondary & Post-16

Pupils are taught about human conception and sexual intercourse in Science. In RSE, we will explore the positive aspects of healthy relationships including mutual respect, consent, loyalty and trust. Pupils will also be taught about the risks arising from casual sexualised remarks, sexual pressure, inappropriate relationships, resisting peer and partner pressure and the impact of all forms of media including social media and the internet. These will include reference to real data and the law. Aspects of maintaining health and what constitutes safe sex will also be delivered. None of this is defined as 'sex education'. We define 'sex education' as content from the DfE guidance in the section 'Intimate and sexual relationships, including sexual health' (see Appendix 2, page 15) that is not covered within the Science curriculum.

5. Curriculum

Our curriculum is set out as shown in Appendix 1; topics will be selected and differentiated to meet the needs of individual pupils.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum is fully inclusive of LGBT+ in addition to learning about our wider cultural diversity and disabilities. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

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

6. Delivery of RSE

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

During the primary phase, 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

During the secondary phase, 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. We will take care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include, for example, single parents; LGBT parents; families headed by grandparents; adoptive parents; foster parents/carers². Teachers will also need to reflect sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

6.1 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

6.2 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

² The list is not definitive

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will hold the Headteacher to account for the implementation of this policy.

7.2 The Headteacher

The Headteacher is responsible for the consistent teaching of RSE across the school, and for determining requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Teaching Staff

Teaching staff are responsible for-

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Teaching staff do not have the right to opt out of teaching RSE. Those who may have concerns about teaching RSE are encouraged to discuss this with their line manager.

Within Lonsdale School, all teachers are responsible for the planning and delivery of PSHCE including RSE. Where possible, RSE will be taught by the class teacher/ form tutor.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education; statutory guidance states that pupils can only be withdrawn from content that covers Intimate and sexual relationships.

Requests for withdrawal should be put in writing using the form found in Appendix 3a of this policy and addressed to the form tutor. There is a process that parents must follow should they wish to withdraw their child/ young person from any content delivered within 'Intimate and Sexual Relationships.' This process is clearly outlined in Appendix 3.

Alternative work will be provided for pupils who are withdrawn from sex education.

Parents have the right to withdraw their children from the 'Intimate and Sexual Relationships' components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. This will be discussed with families in line with the withdrawal process outlined in Appendix 3b.

9. Training/Staff Development

The provision of a scheme of work and appropriate resources to support the subject content will be provided to support teaching staff with RSE delivery.

Staff training, when appropriate, will form part of the Lonsdale continuing professional development calendar.

PSHCE leads 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.

10. Monitoring arrangements

The delivery of RSE is monitored and supported by –

Sarah Small (Deputy Head) and Claudia Thiele (Headteacher)

Strategies include-

- Peer-to-peer collaborative teaching
- Learning walks
- Lesson observations
- Assessment for Learning
- Annual parent, pupil and staff questionnaires

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

The policy will be reviewed bi-annually by PSHCE leads, SLT and the Governing Body in consultation with parents, pupils and staff.

Appendix 1: Curriculum map

Relationship and Sex Education Curriculum map

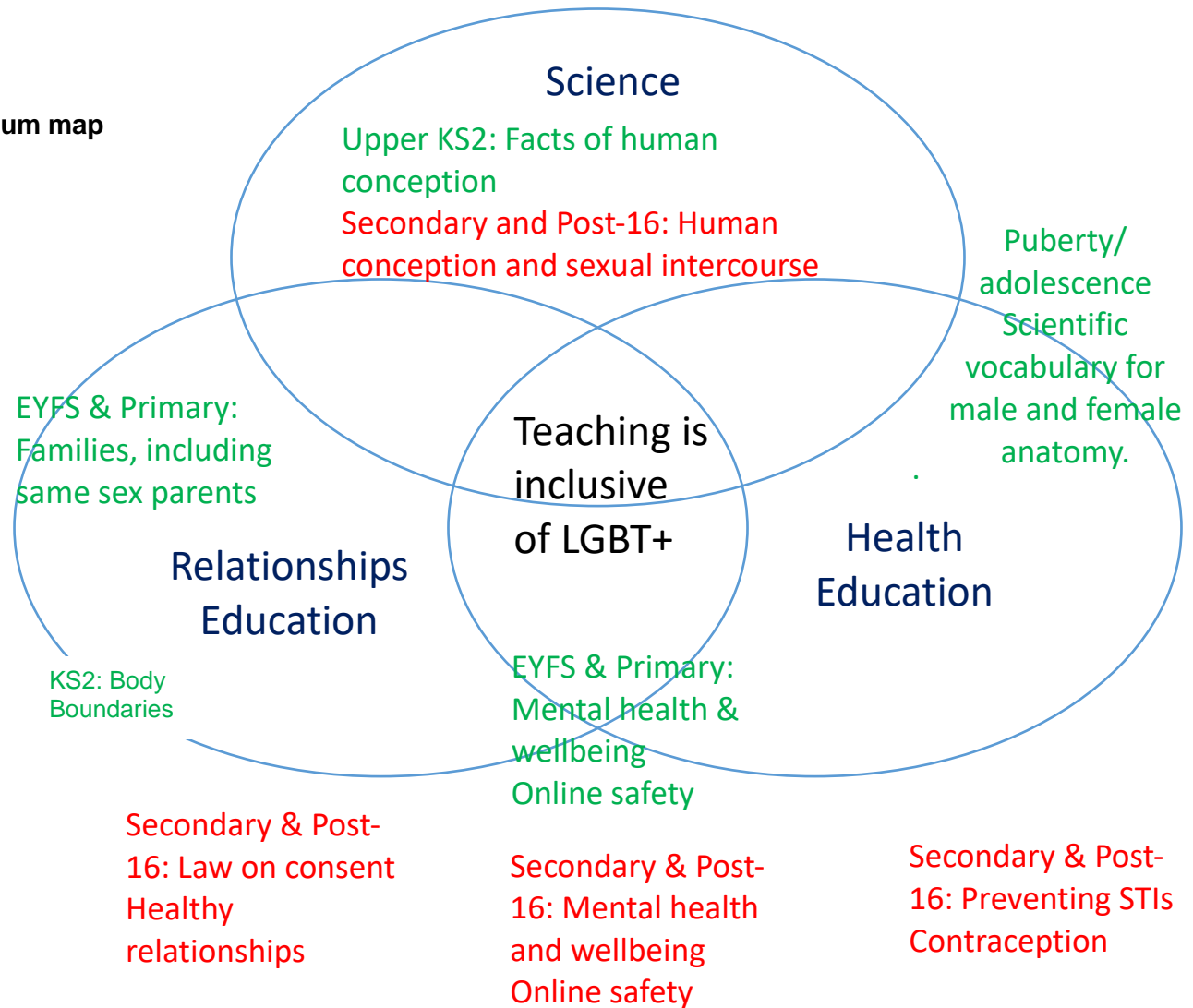
RSE Curriculum Overview

EYFS & Primary

We will continue to teach the facts of human conception in our upper KS2 curriculum where appropriate. Further 'Sex Education' is not delivered in relationships education. However, we do provide a context for complementing the factual approach in Science to enable pupils to explore and manage their feelings about their Science learning. Pupils will also learn about body boundaries and consent with regard to daily interactions such as personal space and personal care.

Secondary & Post-16

Pupils are taught about human conception and sexual intercourse in Science. In RSE we will explore the positive aspects of healthy relationships including mutual respect, consent, loyalty and trust. Pupils will also be taught about the risks arising from casual sexualised remarks, sexual pressure, inappropriate relationships, resisting peer and partner pressure and the impact of all forms of media including social media and the internet. These will include reference to real data and the law. Aspects of maintaining health and what constitutes safe sex will also be delivered. None of this is defined as 'sex education'. We define 'sex education' as content from the DfE guidance in the section 'Intimate and sexual relationships, including sexual health' (see Appendix 2, page 15) that is not covered within the Science curriculum.



Topics will be selected and differentiated to meet the needs of individual pupils.

Appendix 2: Curriculum Content

By the end of primary school, pupils should know:

TOPIC	PUPILS 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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 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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings• How to judge whether what they're feeling and how they're behaving is appropriate and proportionate• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none">• That for most people the internet is an integral part of life and has many benefits• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private• Why social media, some computer games and online gaming, for example, are age restricted• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted• Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none">• What constitutes a healthy diet (including understanding calories and other nutritional content)• The principles of planning and preparing a range of healthy meals• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none">• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist• About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing• The facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none">• How to make a clear and efficient call to emergency services if necessary• Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies	<ul style="list-style-type: none">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes• About menstrual wellbeing including the key facts about the menstrual cycle

Appendix 2: Curriculum Content

By the end of secondary school, pupils should know:

TOPIC	PUPILS 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
Online and 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 • 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, abuse, grooming, coercion, harassment, 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)

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary • That happiness is linked to being connected to others • How to recognise the early signs of mental wellbeing concerns • Common types of mental ill health (e.g. anxiety and depression) • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness
Internet safety and harms	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image or how people may curate a specific image of their life online); over-reliance on online relationships including social media; the risks related to online gambling including the accumulation of debt; how advertising and information is targeted at them; and how to be a discerning consumer of information online • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
Physical health and fitness	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress • The characteristics and evidence of what constitutes a healthy lifestyle and maintaining a healthy weight (including the links between an inactive lifestyle and ill health, such as cancer and cardio-vascular ill health) • About the science relating to blood, organ and stem cell donation
Healthy eating	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions • The law relating to the supply and possession of illegal substances • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood • The physical and psychological consequences of addiction, including alcohol dependency • Awareness of the dangers of drugs which are prescribed but still present serious health risks • The facts about the harms from smoking tobacco and vaping (particularly the risk to lung cancer), the benefits of quitting and how to access support to do so
Health and prevention	<ul style="list-style-type: none"> • About personal hygiene, germs (including bacteria and viruses), how they are spread, treatment and prevention of infection, and about antibiotics • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist • In late secondary, the benefits of regular self-examination and screening • The facts and science relating to immunisation and vaccination • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic first aid	<ul style="list-style-type: none"> • Basic treatment for common injuries • Life-saving skills, including how to administer CPR (best taught after 12 years old) • The purpose of defibrillators and when one might be needed
Changing adolescent bodies	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health

Appendix 3a: 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			
PSHCE Lead signature		Date	
Headteacher signature		Date	

Appendix 3b: Withdrawal Request Process

