

CAREW ACADEMY RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed by:	Nicola Lim
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Relationships and Sex Education policy

Introduction

Young people are growing up in an increasingly complex world and are learning to live their lives both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At Carew Academy we recognise that our students need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, enabling them to live meaningful, healthy, safe, lives with independence, happiness and success.

Relationships and sex education is a key part of helping young people to stay safe, make healthy and positive choices and to be well prepared for life in modern Britain. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Carew Academy acknowledges that children and young people with SEND may be especially vulnerable to abuse and exploitation. All our working practices are designed to maximise opportunities for our students: to learn how to be and keep safe; to communicate and be understood through whichever means of communication is most effective for them; to build healthy and enriching relationships; to maximise their potential and achieve ambitious goals within their local communities. Clear, relevant and inclusive Relationships and sex education plays a crucial part in safeguarding.

This procedure sets out the teaching of RSHE (Relationships, Sex, and Health Education) as we refer to it at Carew Academy. For the purposes of this procedure, the term 'Relationships and Sex Education' is used to encompass all these strands. This procedure should be read in conjunction with our Child Protection, Adult Protection, and Safeguarding Policy and Procedure, and our Safeguarding and Wellbeing Offer. These can all be viewed on the school website and hard copies are available on request from the school office. Additionally, further information can be found on the Carew Academy website, and the Carew Academy Relationships, Sex, and Health Education Offer document.

Parents of Carew Academy students, as well as the Carew Academy staff team were consulted during Spring Term 2022 on this procedure and invited to give feedback.

We recognise that the role of parents and carers in the development of their children's understanding about relationships is vital. They are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that the teaching of RSHE at Carew Academy is a collaborative partnership between the school and families, and we will work closely with every family to ensure that their views are heard and that every student can engage with the RSHE curriculum.

Aims

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

- Help students develop feelings of self-respect, confidence and empathy in relation to themselves and others
- Provide students with the knowledge and understanding to be able to make healthy choices about their lives and relationships
- Create a positive culture around issues of sexuality and relationships
- Provide a framework in which sensitive discussions can take place
- Prepare students for growing into adulthood and give them an understanding of both physical and mental development, including sexual development and the importance of health and hygiene

RSHE at Carew Academy is a springboard with the schools' vision for all students to be:

- Ambitious
- Independent
- Resilient
- Caring.

Below demonstrates an overview of how the RSHE vision links with Carew Academy's overall vision:

To enable our students to be...	
RSHE Vision	Carew Vision
Students are responsible, respectful and active members of their community and society to develop their cultural capital.	Ambitious
Students effectively transition from childhood into adolescence and then adulthood, developing skills to be more independent.	Independent
Students can look after their physical, mental and emotional health. (mental fitness)	Resilient
Students understand the importance of healthy relationships amongst families, friends, and romantic relationships online and offline.	Caring

This policy is written with reference to legislation and government guidance including section 34 of the [Children and Social Work Act 2017](#), sections 403, 406 and 407 of the [Education Act 1996](#), the [Equality Act 2010](#), the Public Sector Equality Duty (which 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), and government guidance on [relationships and sex education and health education](#).

At Carew Academy we teach RSHE as set out in this policy.

Please refer to our funding agreement and articles of association for further information.

Development of this procedure

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

- Review – The Head of RSHE and the Vice Principal pulled together all relevant information including relevant national and local guidance.
- Staff consultation – School staff who deliver RSHE were given the opportunity to look at the draft procedure and curriculum meetings enabled staff to discuss the curriculum development.
- Parent consultation – parents were provided with a copy of the draft procedure. An information evening involving the curriculum was held during Spring term, 2022 and parents were invited to feedback via an online survey, with opportunities for individual follow up discussion with members of SLT.
- Student consultation – we explored students' views about RSHE through student RSHE surveys.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSHE refers to the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

It is not about the promotion of sexual activity, but aims to build knowledge and understanding so that young people can make healthy, well-informed choices about their lives and relationships as they grow into adulthood.

Our RSHE programme aims to have an impact on both students' academic and social outcomes. RSHE education contributes to our school's statutory duties including the Equality Act (2010) to provide a balanced and broadly-based curriculum. Our RSHE offer addresses substance misuse and its dangers, healthy eating, the importance of physical and mental health, citizenship, British values, budgeting and other key skills for life. RSHE at Carew Academy will address barriers to learning, raise aspirations, and improve the life chances of all students.

At Carew Academy RSHE is delivered within a spiral curriculum which throughout an individuals' schooling repeats the themes of:

- Health and wellbeing
- Living in the wider world
- Relationships

RSHE is taught to tutor groups on the Skills for work and Skills for Further Education pathway and have two or three lessons of RSHE per week. Content of the themes develop throughout the years enabling students to consolidate learning and develop their deeper understanding of topics. Themes and topics are signposted to those that may have been discussed and taught in other subjects to highlight cross curricula learning.

Skills for Life groups work on a rotational three year topic basis and follow the below themes at a level which is appropriate to their needs and abilities. The Equals Curriculum links in with RSHE to include:

- Communication
- Dressing and undressing
- Shopping
- Travel training
- Mental health and wellbeing
- Healthy eating
- Recycling
- Festivals around the world

- Food
- Life cycles and people

Curriculum

Our curriculum is set out as per Appendix 1 and can be adapted as and when necessary.

The curriculum has been developed using the PSHE Association thematic approach and in consultation with parents and staff, taking into account the age, needs and feelings of students.

From time to time, sensitive issues will be raised by students or parents. It is important that all individuals concerned with the delivery of RSHE in school are aware of the agreed values framework. The issues may concern sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that students may hear these terms through different sources such as the media and need to feel able to ask for further information.

- If a student asks a question during a whole or small group class session, staff will be expected to answer honestly and factually.
- Students' questions will be answered according to their maturity and understanding, with support from parents.
- Staff responses to questions will focus heavily on the importance of healthy relationships.

Questions answered need to follow school policy. Where curriculum queries are raised, these need to be discussed with the Senior Leadership Team and/or the Designated Safeguarding Lead.

The response from the member of staff will be appropriate to the student's age and maturity, and thought will be given to whether the response is appropriate in the context of a small class group or individual situation. Questions will always be treated with respect and with a caring response and staff will always be sensitive to underlying problems which may be worrying a student.

Delivery of RSHE

In KS2, 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

At KS2 we use the Discovery Education's Health and Relationships package to support the inclusion of RSHE. It contains lessons for teaching all aspects of the

guidelines, including the non-statutory aspects of primary aged sex education. The programme develops skills and knowledge in a values-based context which enables us to convey and enhance values, learning and behaviour, supporting these whole

school approaches to developing student wellbeing. Sex education may be offered to students at KS2 where appropriate, after consent from parents and carers. The content is based on using resources from Discovery Education's My Changing Body section related to looking after our bodies, puberty and how babies are made.

At KS3-KS5 RSHE 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
- Keeping themselves and others safe
- Intimate and sexual relationships, including sexual health and informed consent

These areas of learning are taught within the context of family life. At Carew Academy we take care to ensure that all family and support structures are represented and discussed, including single parent families, LGBTQ+ families, those headed by grandparents, adoptive parents, foster parents/carers amongst other structures, as well as reflecting other structures of support e.g. looked after children or young carers.

Students are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All students should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity is explored in a clear, sensitive and respectful manner, recognising that young people may be discovering or understanding their sexual orientation or gender identity. Equal opportunities to explore and celebrate the features of stable and healthy same sex relationships are integrated appropriately into the RSHE programme.

Students are informed about a full range of perspectives and, within the law, will be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which are taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, are also addressed sensitively and clearly.

Students are taught about the physical and emotional damage caused by female genital mutilation (FGM). As well as addressing this in the context of the law, students are also taught to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk.

Internet safety is addressed across all Key Stages and makes reference to learning from the Computing curriculum.

Students are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Students will have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.

Through RSHE we recognise the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. We aim to teach our students not to tolerate or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. RSHE is used as a vehicle to challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. We aim to teach our students that all of the above can be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language.

Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people. Correct language for body parts will be used by all staff with all students.

To highlight the achievement of our students, accreditation within the RSHE curriculum is undertaken with The Prince’s Trust Achieve Award in Personal Development and Employability Skills. This helps to prepare our students for the world of work, and is an excellent accreditation to have on a CV. Students have the opportunity to complete units available at Entry Level 3, Level 1 and Level 2 including: Digital Skills, Managing Money, Personal Project (Enterprise), Career Planning, Healthy lifestyles, and Wellbeing (Physical and Mental).

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Students will be made aware of the relevant legal provisions when relevant topics are being taught, including:

- marriage
- consent, including the age of consent
- violence against women and girls

- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

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

Safeguarding and confidentiality

When teaching any sensitive topic such as RSHE, which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures. All members of staff who deliver our RSHE Programme have statutory training around safeguarding children and are aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. All staff involved in delivering and supporting RSHE will be alert to the signs of abuse, neglect and exploitation and are aware that they cannot offer or guarantee absolute confidentiality to the child. If there is a concern about the child's safety, staff will follow safeguarding procedures as set out in our Child Protection, Adult Protection & Safeguarding Policy.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, some learning units may need to be adapted due to the sensitive nature of the topics covered. Providing RSHE Education is deemed to be a protective factor in preventing further abuse, as it may help children make sense of their experiences and help them develop the skills and resilience needed to keep them safe in future. The School will ensure that Schemes of Work may be adapted as appropriate to meet individual pupil needs in relation to their contextual circumstances.

Roles and responsibilities

The Local Governing Body (LGB)

The LGB will hold the Principal to account for the implementation of this procedure, through updates at termly LGB meetings as well as portfolio activities undertaken in order to provide support and challenge.

This procedure will be reviewed and approved annually by the LGB.

The Principal

The Principal, with the support of the Senior Leadership Team, will ensure that:

- A suitable approach to the teaching and evaluation of RSHE is in place within the school, informed by regular consultation with pupils/students, staff and families and compliant with all relevant requirements e.g. equality duties.
- Requests to withdraw pupils from (non-statutory) components of RSHE (see section 6) are managed appropriately.
- Ensure all staff are aware of and abide by the policy, this RSHE Procedure and related documentation.

Staff

All staff are responsible for:

- Ensuring that they are familiar with and adhere to this procedure, the RSHE policy and all other relevant policies and procedures.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring student progress.
- Responding to the needs of individual students.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- Understanding the relationship between RSHE and safeguarding, including how to manage any safeguarding concerns that may come to light during the course of RSHE provision being delivered, and how to maintain appropriate confidentiality.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

Nicola Lim is Head of RSHE and Mental Health in the curriculum.

Students

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

Parents

We know that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils at Carew Academy through mutual understanding, trust and co-operation. In promoting this objective all parents will be:

- Given every opportunity to understand the purpose and content of Relationships Education, within the RSHE curriculum.
- Consulted and encouraged to participate in the development of Relationships Education, RSHE and Health Education.
- Able to discuss any questions or curriculum queries directly with the school.

Parents should be reassured that the personal beliefs and attitudes of individual staff members will not influence the teaching of RSHE.

Parents' right to withdraw

KS2 parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from KS3-5 from the non-statutory/non-science 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.

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 student's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE as part of their induction and updates are included in our continuing professional development calendar.

The Principal, Vice Principals, and Head of RSHE will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Outside training will be delivered from professions such as those from The PSHE Association, or Brook. RSHE topical training to staff is also offered through The Department for Education training modules. Statutory Educare online training links many safeguarding topics related to RSHE.

Monitoring arrangements

The delivery of RSHE is monitored by the Senior Leadership Team through the Teacher Evaluation Schedule monitoring process: lesson observations, book scrutinies, learning walks and learning environments.

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

This policy will be reviewed and approved annually by the Principal and the Local Governing Body.

Guidance for parents/carers

Relationships, sex and health education: guides for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

PSHE Association

www.pshe-association.org.uk

Sex Education Forum

<https://www.sexeducationforum.org.uk/>

Brook – Healthy lives for young people

<https://www.brook.org.uk/>



Appendix 1: Relationships and sex education curriculum map

<https://carewacademy.org/wp-content/uploads/2023/01/Curriculum-Map-RSHE-2022-2023.pdf>

Appendix 2: RSHE timeline:

By the end of primary school students 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
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of secondary school students should know

Topic	Students should know
Families	<p>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</p>
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 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</p>

Topic	Students should know
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>
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>

Appendix 3: Parent form: withdrawal from sex education within RSHE

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			