



**Bader**  
**ACADEMY**

## Relationship & Sex Education and Health Education (RSE) Policy

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An academy within:



“Learning together, to be the best we can be”

## 1. Introduction

- 1.1. This policy is based on the requirements of the Education Act 2002, The Academies Act of 2010 and the DfE document 'Sex and Relationship Education Guidance' (DfES 0116/2000). This continues to be the recommended RSE guidance.
- 1.2. In the DfE document, RSE is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health'.
- 1.3. As from September 2020, (September 2021 due to COVID pandemic) RSE will be a National Curriculum requirement that will be taught as an identifiable part of PSHE, planned for, with timetabled lessons across all key stages.
- 1.4. The national Curriculum states that the importance of RSE is that it helps pupils to understand and manage a wide range of relationships as they mature and show respect for the diversity of, and differences between people. It also aids the development of pupils' well-being and self-esteem.
- 1.5. 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. Learning to manage emotions and relationships confidently and sensitively; whilst developing self-respect and empathy for others, children and young adults are learning to make choices based on an understanding of difference and with an absence of prejudice. Whilst also developing an appreciation of the consequences of choices made, and managing conflict. Learning how to recognise and avoid exploitation and abuse. RSE is about learning and understanding, physical development at appropriate stages and ages. Giving opportunities to learn and understand human sexuality, reproduction, sexual health, and emotions within different relationships. It is about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. RSE involved a combination of sharing information, in addition to exploring issues and values.

## 2. Aims

- 2.1. It is the aim of Bader Academy, to enable our students to develop into happy, independent adults, capable of either living alone or in a relationship.

Through our PSHE/RSE lessons, our students will learn to be better Global Citizens and how to:

- Have safe, equal, caring and enjoyable relationships.
- Discuss real life issues appropriate to the age and stage of pupils including topic such as: friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Get help and treatment if required from sources such as the school nurse, doctors, reliable online information, as well as Health and advice services.
- Be aware of the emotional and physical changes to their own bodies which occur during puberty and as they grow into adults.
- Have respect for, and be in control of their own bodies.
- Know and use the correct anatomical names for the parts of the body including the reproductive system.
- Ask and answer questions without embarrassment and with respect for others and themselves.
- Give pupils opportunities to reflect on values and influences (peer, media, faith and culture) that may shape their attitudes in relation to RSE and nurtures a respect for different values.
- Develop a caring and considerate attitude to each other, being aware them others may have different points of view and be able to respect that point of view.
- Give our pupils a positive view of human sexuality with accurate information, so that pupils can learn about their bodies and sexual health in ways that are appropriate to their age and maturity.
- Be aware of different families and genders including LGBTQ+ and equality, and challenges all forms of discrimination in RSE and school life.
- Be aware of issues such as CSE (Child Sexual Exploitation) and FGM (Female Genital Mutation) and to know who they can talk to if they are worried about any sexual matters.

## 3. Values

3.1. At Bader Academy, we believe that RSE should:

- Be an integral part of lifelong learning process, beginning in early childhood through to adulthood
- Be an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religion
- Foster a sense of moral responsibility, to understand the meaning of consent and give students the confidence and ability to resist unwanted sexual experience or abuse
- Be mindful of student's previous experiences ACE's and issues

- Be continuous and progressive, being both appropriate to the age and maturity of the pupils
- Provide accurate, unbiased information
- Taught in the context of family life
- Provide an opportunity for discussion and clarification around values and attitudes

3.2. Make a significant contribution to our duty to safeguard and protect all children.

## 4. Curriculum design

4.1. RSE is taught from key stages 2 to 4 as part of the PSHE (PE/SCIENCE to ensure there is no overlapping of curriculum), as outlined in the PSHE scheme of work. Pupils are taught in their class groups, with boys and girls being taught together, however some pupils will join other classes if necessary. Other additional sessions for small groups may be organised to re-visit or consolidate learning, or for individuals with a particular need.

4.2. When dealing with questions, teachers will establish clear parameters of what is appropriate and inappropriate in their class setting. Staff contributing to RSE lessons work in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs. Teachers use the PSHE scheme of work to support their planning, with all lessons being objective led. All resources are school and DFE approved, Channel 4's 'Living and Growing' DVDs are used to support some lessons. This is to protect staff and ensure that pupils are being shown appropriate images. The school has a policy to filter and prevent access to internet sites that could be deemed as inappropriate.

4.3. All lessons will:

- Be taught by staff, regularly trained, and by expert visitors who are invited into school (when the COVID situation allows)
- Be delivered, in a variety of methods, so that children feel safe, are encouraged to participate and to develop both critical thinking and relationship skills. Our increased use of Oracy across the school curriculum has aided the children to become better speakers, to ask deeper questions and to feel more confident during speech.
- Be based upon reliable sources of information, including the current law and will distinguish between fact and opinion. Through one of our Global citizenship themes our children will learn how to distinguish the difference between Fact and Opinion so that they are more likely to know the difference when faced in 'real life' situations.

- Meet the needs of all our pupils with very diverse experiences and needs and will be taught at an appropriate age rather than a chronological age.4.4 Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- 4.4. Objectives will be taught when appropriate for individual pupils taking in to account their emotional ages and understanding.
- 4.5. For more information about our curriculum, see our curriculum/ DFE guidance in Appendix 1.
- 4.6. The delivery of RSE is monitored by the Senior Leadership Team through:
  - Planning scrutinies
  - Learning walks
  - Class team discussions
  - Book looks
  - Observations and drop-ins
- 4.7. Pupils' development in RSE is monitored by class teachers and senior leaders as part of our internal assessment systems.
- 4.8. Appendix 1: Curriculum Overview/ DFE guidance for RSE.

## 5. Safeguarding

- 5.1. All RSE lessons are conducted in a sensitive manner and in confidence. If a pupil makes a disclosure of a child protection issues, staff should follow procedures outlined in the Safeguarding Policy. However, where discussions and information are of a routine nature, confidentiality should be maintained wherever possible. All staff revisit their safeguarding training annually.
- 5.2. The Role of Parents
  - 5.2.1. We know that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with them through mutual understanding, trust and co-operation. Parents and carers are informed by the our termly curriculum maps when RSE lessons are to be taught, which will include a general outline as to what aspects are being

covered. This is to give, you the parents, the opportunity to discuss issues with your child and answer any questions they may have, if they so wish. To promote this objective, we will:

- Inform parents/carers about the school's RSE policy and practice so that home and school can be consistent with key messages.
- 5.3. Answer any questions you may have about the teaching of RSE in school or the resources used. As from September 2021 (Previously September 2020, but rearranged due to lockdown), it will now be compulsory for RSE to be taught. Relationships and health education is compulsory for all primary school children and RSE compulsory for all secondary school students. Parents are still able to withdraw their children 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.
- 5.4. Parents do not have the right to withdraw their children from relationships education.
- 5.5. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.
- 5.6. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.
- 5.7. Alternative work will be given to pupils who are withdrawn from sex education.

## Appendices

Appendix 1: By the end of... pupils should know (as prescribed by the DFE)

Theme : <b>Relationship Education</b>	Pupils should know	
	Primary age phase	Secondary age phase
<p>Families and people who care for me (P)</p> <p>Families (S)</p>	<ul style="list-style-type: none"> <li>○ that families are important for children growing up because they can give love, security and stability.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>○ that there are different types of committed, stable relationships.</li> <li>○ how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>○ what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.</li> <li>○ why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>○ the characteristics and legal status of other types of long-term relationships.</li> <li>○ the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>○ how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>

<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>○ how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>○ 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.</li> <li>○ 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.</li> </ul>	
<p>Respectful relationships (P)  Respectful relationships including friendships (S)</p>	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>○ the conventions of courtesy and manners.</li> <li>○ the importance of self-respect and how this links to their own happiness.</li> <li>○ that in school and in wider society they can expect to be treated with respect by others, and that in</li> </ul>	<ul style="list-style-type: none"> <li>○ the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</li> <li>○ practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>○ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>○ what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>○ the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>normalise non-consensual behaviour or encourage prejudice).</p> <ul style="list-style-type: none"> <li>○ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</li> <li>○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>○ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>○ what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>○ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul>
<p>Online relationships (P) Online and media (S)</p>	<ul style="list-style-type: none"> <li>○ that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>○ 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.</li> <li>○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>○ how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>○ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>○ about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</li> <li>○ not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>○ what to do and where to get support to report material or manage issues online.</li> <li>○ the impact of viewing harmful content.</li> </ul>

		<ul style="list-style-type: none"> <li>○ that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>○ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>○ how information and data is generated, collected, shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>○ 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.</li> <li>○ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>○ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>○ how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>○ how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>○ where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>○ the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>○ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul>

Intimate and sexual relationships, including sexual health (S)

- 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 and menopause.
- 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.

		<ul style="list-style-type: none"> <li>○ how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>○ how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<b>Theme :Physical Health and Mental Wellbeing</b>	<b>Pupils should know</b>	
	<b>Primary age phase</b>	<b>Secondary age phase</b>
Mental Wellbeing	<ul style="list-style-type: none"> <li>○ that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>○ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>○ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>○ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<ul style="list-style-type: none"> <li>○ how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>○ that happiness is linked to being connected to others.</li> <li>○ how to recognise the early signs of mental wellbeing concerns.</li> <li>○ common types of mental ill health (e.g. anxiety and depression).</li> <li>○ 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.</li> <li>○ the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>

	<ul style="list-style-type: none"> <li>○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>○ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>○ 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.</li> </ul>	
<p>Internet Safety and Harms</p>	<ul style="list-style-type: none"> <li>○ that for most people the internet is an integral part of life and has many benefits.</li> <li>○ 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.</li> <li>○ 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.</li> <li>○ why social media, some computer games and online gaming, for example, are age restricted.</li> <li>○ 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.</li> <li>○ how to be a discerning consumer of information online including understanding that information,</li> </ul>	<ul style="list-style-type: none"> <li>○ 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), 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.</li> <li>○ 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</li> </ul>

	<p>including that from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> <li>○ where and how to report concerns and get support with issues online</li> </ul>	
Physical Health and fitness	<ul style="list-style-type: none"> <li>○ the characteristics and mental and physical benefits of an active lifestyle.</li> <li>○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>○ the risks associated with an inactive lifestyle (including obesity).</li> <li>○ how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>○ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>○ the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>○ about the science relating to blood, organ and stem cell donation.</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>○ what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>○ the principles of planning and preparing a range of healthy meals.</li> <li>○ 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).</li> </ul>	<ul style="list-style-type: none"> <li>○ how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<ul style="list-style-type: none"> <li>○ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>○ the law relating to the supply and possession of illegal substances.</li> </ul>

		<ul style="list-style-type: none"> <li>○ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>○ the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>○ awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>○ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</li> </ul>
Health and Prevention	<ul style="list-style-type: none"> <li>○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>○ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>○ the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<ul style="list-style-type: none"> <li>○ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>○ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>○ (late secondary) the benefits of regular self-examination and screening.</li> <li>○ the facts and science relating to immunisation and vaccination.</li> <li>○ the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>○ how to make a clear and efficient call to emergency services if necessary.</li> <li>○ concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>○ basic treatment for common injuries.</li> <li>○ life-saving skills, including how to administer CPR.</li> <li>○ the purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>	<ul style="list-style-type: none"> <li>○ key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> </ul>

- about menstrual wellbeing including the key facts about the menstrual cycle.

- the main changes which take place in males and females, and the implications for emotional and physical health.

Appendix 2: 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	
Head of School signature	

