

Relationships and Sex Education Policy Ryefields School

Policy Reference:	A133-RYE
Version Number:	3
Applies to:	Ryefields School
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality
Implementation date:	September 2026
Next review due by:	September 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

V3 - updated Appendix A - Long Term Plan

1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

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

- To help pupils develop feelings of self-worth, self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships and encourage pupils to form positive and healthy relationships. RSE is not about the promotion of sexual activity.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To ensure pupils know how to keep themselves safe and how to behave respectfully towards others.
- To ensure pupils understand what sexual abuse and sexual harassment are, be aware of different types (including online)
- To ensure all students are clear on how to report any sexual behaviour and/or any behaviour that makes them uncomfortable, and the importance of reporting and raising concerns
- To ensure pupils understand key issues around consent, can identify appropriate and inappropriate touch and behaviours (off and on-line) and recognise risks
- To teach pupils the correct vocabulary to describe themselves and their bodies
- To provide a framework in which sensitive discussions can take place

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- The Department for Education's Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#) including latest changes to be implemented from September 2026.
- Section 34 of the [Children and Social work act 2017](#).

3. Scope

This policy applies to all staff, children and young people at Aurora Ryefields School

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Name:	Role:	Responsible for:
Fran Knowles-Brown	Deputy Headteacher	Curriculum and Quality of Education
Caroline Whitmarsh	Teacher	Delivery

4.3 The governing board will:

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

4.3 Children/young people will:

4.3.1 Engage fully in RSE and treat others with respect and sensitivity, when discussing related issues.

5. Definitions

At Ryefields School, Relationships and Sex Education (RSE) is integrated into our Personal, Social, Health, and Economic (PSHE) education curriculum. The delivery is structured, inclusive, and tailored to meet the needs of all students, including those with Autism Spectrum Condition (ASC), Dyslexia, and Speech, Language, and Communication Needs (SLCN).

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

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

RSE is not about the promotion of sexual activity.

6. Policy development

To ensure our Relationships and Sex Education (RSE) policy remains effective, inclusive, and aligned with statutory requirements, we have a structured review process that includes input from staff, parents, pupils, and governors.

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

1. Policy Review Cycle

The RSE policy will be reviewed annually by the Senior Leadership Team (SLT) and the designated RSE Lead.

The review will consider curriculum updates, legislative changes, feedback from stakeholders, and emerging issues in education and safeguarding.

Adjustments will be made based on student needs, best practices, and national guidance from the Department for Education (DfE) and PSHE Association.

2. Staff Consultation

All teaching and support staff involved in RSE delivery will be consulted to ensure the policy supports effective teaching and addresses classroom challenges.

Staff will be invited to feedback during CPD sessions, staff meetings, and anonymous surveys to share their experiences and suggestions.

Training needs identified during consultation will be addressed in future CPD sessions to ensure staff feel confident in delivering RSE.

3. Parent Consultation

Parents/carers will be consulted every two years or when significant policy changes are proposed.

Consultation will include information evenings, online surveys, and opportunities for direct feedback to ensure parents are informed, and their perspectives are considered.

Parents will be provided with clear guidance on the RSE curriculum, resources, and the right to withdraw from non-statutory aspects of Sex Education.

4. Pupil Consultation

Pupil voice is essential to ensure the curriculum is relevant, engaging, and meets the needs of all learners.

Consultation will be conducted through student surveys, school council discussions, and focus groups, ensuring diverse student perspectives are considered.

Feedback will inform curriculum planning, lesson delivery methods, and support strategies for students with additional needs.

5. Ratification by the Governing Body

Once the policy has been reviewed and revised based on stakeholder feedback, it will be presented to the Governing Body for final ratification.

Governors will assess the policy to ensure it is inclusive, compliant with statutory requirements, and reflects the school's values and ethos.

The ratified policy will be published on the school website and shared with staff, parents, and students.

6. Monitoring and Evaluation

The effectiveness of RSE delivery will be evaluated through lesson observations, student progress assessments, and feedback from all stakeholders.

Any significant issues or concerns raised will be addressed promptly, ensuring the policy remains relevant, inclusive, and responsive to the needs of the school community.

7. Curriculum

At Aurora Ryefields School we define Relationships and Sex Education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. The purpose of Relationships and Sex Education (RSE) at Aurora Ryefields is to assist our pupils to prepare for adult life through physical, emotional and moral support. Significantly this policy places RSE firmly in the context of relationships as a whole and seeks to develop it as such. We will emphasise the understanding of the importance for families of stable, caring, responsible and loving relations between adults.

Relationships and Sex Education is an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and

exploitative situations. Relationships and Sex Education is therefore a tool to safeguard children. We recognise that our pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Due to the nature of our pupils RSE is taught in a considerate and delicate way, ensuring that pupils feel comfortable and confident to ask questions. We believe that relationship and sex education is particularly important for our pupils because some do not have access to wider friends and networks and therefore rely on the internet to gain information. This can impact on a pupil's views, outlook and expectations around relations and sex.

We ensure that RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and different religious views. Pupils follow different pathways through the RSE curriculum. Many pupils have been out of education for some time before joining us. Others may be less mature or more vulnerable and therefore content and coverage is adapted to meet their needs and address gaps appropriately.

RSE is not delivered in isolation. It is taught in subjects including Personal, Social, Health Education (PSHE), Computing and Science. This includes lessons on how to keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body.

Our RSE programme is an integral part of our whole school PSHE education provision, following the PSHE Association schemes of work, and will cover a wide range of topics that affect pupils. Pupils will be taught on a 'stage not age' programme to ensure specific needs are met, at the right time.

Teachers and pupils will agree ground rules at the start of the year which will be adhered to in all sessions, ensuring that pupils have an understanding that what is said in RSE lessons can be quite sensitive. Pupils will be encouraged not to talk about sensitive personal experiences in the groups. This ensures other pupils do not find out sensitive information about a child or situations they may have been through in the past, although staff will always be available to support any responses to difficult topics and will ensure support is offered where needed.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection or safeguarding issue. Pupils will be aware that if staff think that there might be a safeguarding issue, a safeguarding officer within the school will be informed.

Pupils will be able to raise questions anonymously by using approaches such as the 'ask it basket'. The teacher can either address the issues raised by a pupil in private if they wish or address the question as part of a lesson. Pupils' questions will always be answered. We believe that providing accurate information is the most effective way to ensure pupils have a sound understanding.

As part of our whole school approach to RSE, parents are encouraged to contact us if they wish to discuss any aspect of what will be delivered. We are happy to arrange a phone

conversation, or a face-to-face meeting as required. Parents will be made aware of any sensitive topics being covered in class.

Due to the vulnerabilities and needs of our cohort, we teach consent and appropriate / inappropriate touch / reporting in every year throughout school.

8. Delivery of RSE

RSE is delivered through our PSHE curriculum. We may on occasion link to external professionals such as the school nursing team to support delivery. The biological processes of reproduction are covered in both RSE and Science lessons. Wider aspects of RSE are covered through the PSHE/RSE curriculum.

Structure of RSE Delivery

Standalone RSE Topics (Taught exclusively in PSHE lessons)

These topics require a dedicated focus and are delivered as standalone lessons within PSHE:

- Healthy friendships and relationships
- Consent and personal boundaries
- Recognising and managing different types of relationships (family, friends, romantic)
- Online safety, including risks of social media and digital relationships
- Emotional well-being, self-esteem, and resilience
- Managing peer pressure and developing assertiveness skills
- Recognising and responding to unhealthy relationships, including bullying and coercion
- LGBTQ+ inclusion and respecting differences
- The impact of the media on body image and self-perception

RSE Topics Covered in Science

Some biological aspects of RSE are integrated into the Science curriculum, ensuring students gain a factual understanding of human development and reproduction:

- Puberty and physical changes (Year 5-8)
- Human reproduction, conception, and birth (Year 7-8)
- The menstrual cycle and bodily changes (Year 6-8)
- The role of hormones in human development (Year 7-8)
- Health and hygiene, including menstrual health (Year 6-8)

RSE Topics Covered in Religious Education (RE)

RE provides a space to explore moral, ethical, and cultural perspectives on relationships and family life, encouraging respect and understanding of different beliefs:

- Marriage, family structures, and commitment across different cultures and religions
- Moral and ethical considerations of relationships, including faith-based perspectives on marriage and sexuality
- The role of relationships in faith communities

- Values such as respect, compassion, and responsibility in relationships

For some of our young people, issues may arise where additional support is needed around risky behaviours or there may be areas where a young person needs a more specific piece of work. In such cases, we may draw on the expertise of our clinical team to offer tailored input, advice and/or guidance.

9. Safeguarding and child protection

At Ryefields School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens, we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

10. Parents right to withdraw

Parents of primary age pupils do **not** have the right to withdraw their children from relationships education. Parents of secondary age pupils do have the right to withdraw their children from the non-statutory 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.

To opt a child/young person out of RSE lessons, complete Appendix 2 and return it to the Head Teacher who will then arrange a meeting to discuss your request with you.

11. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

1. Staff Training for RSE

a) Initial and Ongoing Professional Development

Annual RSE Training – All staff involved in RSE delivery undergo annual training, covering statutory requirements, safeguarding, and best teaching practices.

Specialist Training for SEND Support – As our school supports students with Autism Spectrum Condition (ASC), Dyslexia, and Speech, Language, and Communication Needs (SLCN), staff receive targeted training on adapting RSE lessons to meet these needs.

External Expertise – We collaborate with external organisations, such as health professionals, safeguarding teams, and RSE specialists, to provide staff with up-to-date knowledge on sensitive topics.

Safeguarding and Confidentiality – Staff are trained to handle disclosures sensitively and understand their legal responsibilities under safeguarding policies.

b) Key Training Areas

Effective Communication – Strategies for delivering sensitive content in a clear, accessible, and non-judgmental way.

Age-Appropriate Delivery – Understanding how to present topics progressively, ensuring they are relevant and suitable for each year group.

Managing Difficult Questions – Techniques for responding to unexpected or sensitive questions appropriately.

Inclusion and Diversity – Training on how to approach RSE in a way that respects cultural, religious, and personal values, while ensuring LGBTQ+ inclusion.

Online Safety Awareness – Helping students navigate digital relationships and protect themselves from online risks.

c) Staff Support and Resources

RSE Lead/Coordinator – A designated RSE lead provides guidance, lesson plans, and resources for teachers.

CPD Workshops – Regular professional development sessions to refresh knowledge and address emerging topics in RSE.

Lesson Observations & Feedback – Staff receive constructive feedback on RSE lesson delivery, with opportunities to improve practice.

2. RSE Curriculum Followed

At Ryefields School, we follow:

Statutory Guidance from the Department for Education (DfE) – Ensuring compliance with the latest RSE regulations.

PSHE Association Programme of Study – Providing a structured, age-appropriate framework that covers relationships, physical and mental health, and safety.

Science National Curriculum – Covering biological aspects of reproduction, puberty, and health.

Religious Education (RE) Curriculum – Exploring moral and ethical perspectives on relationships, marriage, and sexuality.

NSPCC and CEOP Online Safety Guidance – Incorporating best practices for teaching digital safety and recognising online risks.

3. Ensuring Consistency and Quality in RSE Delivery

Lesson Planning Support – Staff have access to pre-approved lesson plans, ensuring consistency in delivery.

Student Feedback Mechanisms – We gather feedback from students to refine content and teaching approaches.

Parental Engagement – Parents are kept informed about RSE topics and given guidance on supporting discussions at home.

11. Monitoring arrangements

This policy will be reviewed annually by Paul Foxton, Head Teacher.

Appendix 1: Curriculum Map Relationships and sex education curriculum map

Lower Primary (Year 1 & Year 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1	Self-Awareness Be Yourself	Self-Care, Support and Safety – Taking Care of Ourselves and Keeping Safe Online safety	Managing Feelings Identifying and expressing feelings	Healthy lifestyles Healthy eating	Changing and Growing Baby to adult and external private body parts	The World I live in Respecting differences between people Jobs people do Online diversity
Yr 2	Self-Awareness Kind and unkind behaviours	Self Care, Support and Safety Keeping safe Trust Families and relationships	Managing feelings Identifying and expressing feelings Goal setting	Healthy lifestyles Taking care of physical health	Changing and growing Different relationships Safety and the changing body PANTS – safe/unsafe touch. Consent	The World I live in Global Citizenship Roles and responsibilities Rules & democracy (BV)

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Middle Primary (Year 3 & Year 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 3	Self-Awareness Playing and working together <i>Online working</i>	Self-Care, Support and Safety – <i>Trust</i> <i>Trusting people online</i> <i>How to report harmful content.</i>	Managing Feelings Identifying and expressing feelings. Managing big feelings. <i>Being aware of expressing ourselves online</i>	Healthy lifestyles- Healthy eating Dental hygiene Sun, rail and water safety. <i>Online influences/ advertisements</i>	Changing and Growing Changes at puberty Dealing with touch <i>Consent/ Appropriate and inappropriate touch /reporting</i>	The World I live in Rules and laws <i>Online rules and laws</i>
Yr 4	Self-awareness People who are special to us <i>Online friendship</i>	Self-Care, Support and Safety Keeping safe online.	Managing Feelings – Identifying and expressing feelings/ managing strong feelings <i>Managing and expressing feelings online.</i>	Healthy Lifestyles Taking care of physical health <i>Healthy screen time</i> Behaviours online. Difference between online and offline experiences Personal hygiene including oral hygiene	Changing and Growing Changes at Puberty Different types of relationship <i>Consent/ Appropriate and inappropriate touch /reporting</i>	The World I live in Taking care of the environment, spending money and impact on environment.

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Upper Primary (Year 5 & Year 6)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 5	Self-Awareness Personal strengths and skills for learning <i>Including exploring careers and enterprise online</i>	Self-Care, Support and Safety Feeling unwell Feeling frightened/ worried Public and private Peer pressure	Managing feelings Self-esteem and unkind comments <i>Incl. how self-esteem is affected by online identity and friendship, cyber bullying and trolling and how to get help</i> Noticing and naming emotions Managing emotions Managing feelings about the news Spotting fake news How online content impacts my wellbeing	Healthy lifestyles Elements of healthy lifestyles Mental wellbeing <i>Including how online influences affect our attitudes to diet and exercise</i> <i>How to get help online</i> What is a healthy diet and why is it important? Why is exercise important? Alcohol/smoking impacts our health.	Changing and growing Puberty <i>Consent/ Appropriate and inappropriate touch/Reporting</i> What is puberty? Why is personal hygiene important? What are personal boundaries? How to deal with unkind comments during puberty?	The World I live in Diversity/ rights and responsibilities Managing online information <i>Including how apps can help manage and access our money online</i>
Yr 6	Self-Awareness Prejudice and discrimination What we are good at and how to improve? What are my hopes? Friendships	Self-Care Support & Safety Accidents and risk Emergency situations How to prevent the spread of germs.	Managing feelings Strong feelings Managing changing feelings towards friends. Explaining emotions	Healthy lifestyles Physical activity Healthy eating Body image <i>Including how online influences affect our attitudes to diet and exercise</i>	Changing and growing Friendship Healthy and unhealthy relationship behaviour <i>Consent/ Appropriate and inappropriate touch/reporting</i>	The World I live in Jobs Voting Rules Taking care of the environment

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	Bullying/Cyber Reporting unkind behaviours. Different families. <i>Online discrimination</i>	How to stay safe Peer pressure Online safety inc. AI <i>Online Risk AI</i>	Strategies for dealing with emotions.		<i>Impact of social media on friendships and managing conflict</i> <i>How to report unhealthy online contact</i>	
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Upper School Key Stage 3 (Year 7, Year 8 & Year 9)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 7	Self-Awareness Self-esteem strengths and skills, work roles and aspirations	Self-Care, Support and Safety Taking care of ourselves <i>Bullying</i> <i>Staying safe online/reporting/CEOP button AI/Deepfakes</i>	Managing Feelings Identifying and expressing feelings. <i>Consent and boundaries inc violence against women and girls.</i> <i>Consent/appropriate and inappropriate touch/reporting</i>	Healthy Lifestyles Healthy choices – eating sleep and exercise. Balanced lifestyle. Drugs – introduction to county lines. Where to get advice and guidance <i>Healthy on-screen habits</i>	Changing and Growing Growth and puberty. Personal hygiene, relationships, families and marriage. <i>Consent/appropriate and inappropriate touch/reporting</i>	The World I Live in Diversity, stereotypes, introduce radicalisation and hate crimes. <i>Online diversity and fake news</i>
Yr 8	Self-Awareness My impact on others- how do my words and actions affect others esteem and mental wellbeing.	Self-Care, Support and Safety Media representations of young people link to gangs/ perception and protected characteristics. FOMO	Managing Feelings Managing unwanted attention – <i>link to violence against women and girls</i>	Healthy Lifestyles Mental health, stress, anxiety and depression. Strategies for good mental health <i>Online sources of support</i>	Changing and Growing Human reproduction Sexual identity and attraction <i>Link to protected characteristics</i>	The World I Live in Finance and enterprise Gambling <i>Incl. online gambling</i>

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	Inc. online relationships	Sharing online images link to pornography /sexualised imagery. Consent			consent	
Yr 9	Self-Awareness Wellbeing and resilience Sources of support	Self-Care, Support and Safety Online safety Cyber security, digital footprints and consequences.	Managing Feelings Identifying conflict, managing conflict and conflict resolution. Incl. online Online safety	Healthy Lifestyles Healthy online behaviours and gaming addition Staying safe online/ reporting/CEOP button	Changing and Growing Peer influence The teenage brain, assertiveness and keeping yourself safe, physically, emotionally and socially. Consent	The World I Live in Risk taking behaviours First Aid

Upper School Key Stage 4 (Year 10 & Year 11)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 10	Self-Awareness Self-esteem Careers and enterprise, pathways, skills, roles and identities Inc. online sources of support/advice	Self-Care, Support and Safety Keeping safe Discrimination and prejudice – online focus inc hate crimes and trolling - link to protected characteristics Bullying and gangs Sharing images Keeping safe online/reporting	Managing Feelings Relationships/ domestic conflict Extreme groups/ grooming and radicalisation Consent and boundaries referred to throughout Online safety embedded	Healthy Lifestyles Mental health anxiety, depression and self-harm Healthy diet eating disorders Drugs - vaccines Social and media influences Trolling	Changing and Growing Long term relationships including how to end them Families Sexual health - unplanned pregnancy, miscarriage, abortion and adoption - link to protected characteristics Sexual identity - influence of media and pornography, link to violence towards girls and	The World I Live in Finance and enterprise incl. sources of support online, payday loans, risky financial decisions online, online banking safety

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					women/sexualised violence <i>Incl. online pornography</i>	
Yr 11	Self-Awareness Feedback or criticism? Impact on others <i>Managing online interactions</i>	Self-Care, Support and Safety Mental health and body image, Healthy diet and links to eating disorders inc overeating and obesity <i>Sources of online health and support</i>	Managing Feelings Managing unwanted attention Harassment and stalking link back to sharing of youth produced images and sexting, intro revenge porn Reporting <i>Consent/ Appropriate and inappropriate touch/reporting</i>	Healthy Lifestyles Strategies for good mental and physical health Immunisations and vaccinations Monitoring own health cancer and prevention	Changing and Growing FGM Exploitation Forced marriage <i>Consent/ Appropriate and inappropriate touch/ reporting</i>	The World I Live in Money problems Debt, gambling, moral dilemmas First aid <i>Incl. online gambling</i>

Post 16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 12	Self-Awareness Post 16 pathways FE/HE/Careers interviews inc presentation and hygiene <i>Online research skills for the labour market</i>	Self-Care, Support and Safety Managing online pressures Diversity and discrimination-extremism Bullying - protected characteristics	Managing Feelings Romantic and intimate relationships Pornography and its effects on identify and relationships Media influence Consent and boundaries within this context	Healthy Lifestyles Mental health Drugs – medicinal, illegal drugs, tobacco and alcohol <i>Incl. reliable sources of online support</i>	Changing and Growing Healthy intimate relationships, contraception and parenthood options /fertility changing over time- protected characteristics <i>Incl. online sources of support, and</i>	The World I Live in Preparing for adulthood - finance, Budgeting including impact on healthy diet choices, independent living

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		Risk taking - Sharing intimate images – risks and strategies <i>Sexting, staying safe</i>	Consent/ Appropriate and inappropriate touch/reporting <i>Online influences/risks</i>		<i>online intimate relationships, sexting, staying safe</i>	First aid - drop down day <i>Incl. online risks relating to finance (phishing)</i>
Yr 13	Self-Awareness Giving and receiving Feedback or criticism – impact on others, strategies for managing rejection i.e. employment Careers and college Online sources of support Online reputation/digital footprints	Self-Care, Support and Safety Managing online pressures Diversity and discrimination-extremism Bullying - protected characteristics Risk taking - Sharing intimate images – risks and strategies <i>Sexting, staying safe</i>	Managing Feelings Managing unwanted attention Harassment and stalking Online harassment/ trolling The law and consequences. Consent/Appropriate and inappropriate touch/reporting <i>Online influences/risks</i>	Healthy Lifestyles Strategies for good mental and physical health Immunisations and vaccinations Monitoring own health Cancer and prevention <i>Sources of online health and support</i>	Changing and Growing Healthy intimate relationships, contraception and parenthood options /fertility changing over time- protected characteristics <i>Incl. online sources of support, and online intimate relationships, sexting, staying safe</i>	The World I Live in Preparing for adulthood - finance, Budgeting including impact on healthy diet choices, independent living First aid - drop down day <i>Incl. online risks relating to finance (phishing)</i>

Appendix 2: Parent/Carer form: withdrawal from sex education within RSE

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